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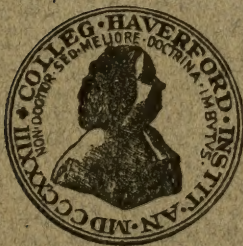
HAVERFORD COLLEGE BULLETIN

VOL. XIII

TENTH MONTH, 1914

No. 1

Reports of the Board of Managers
President of the College and
Treasurer of the Corporation
1913=1914



Issued eight times a year by
Haverford College, Haverford, Pa.

Entered December 10, 1902, Haverford, Pa.,
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THE CORPORATION
OF
HAVERFORD COLLEGE

REPORTS OF
BOARD OF MANAGERS
PRESIDENT OF THE COLLEGE
TREASURER OF THE CORPORATION

PRESENTED AT THE ANNUAL MEETING

TENTH MONTH 13TH, 1914

THE JOHN C. WINSTON COMPANY
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CORPORATION

President.

T. WISTAR BROWN.....235 Chestnut St., Phila.

Secretary.

J. STOGDELL STOKES.....Summerdale, Phila.

Treasurer.

ASA S. WING.....409 Chestnut St., Phila.

BOARD OF MANAGERS.

Term Expires 1915.

JAMES WOOD.....Mt. Kisco, N. Y.

ABRAM F. HUSTON.....Coatesville, Pa.

SAMUEL L. ALLEN.....1101 Market St., Phila.

THOMAS F. BRANSON.....Rosemont, Pa.

SETH K. GIFFORD.....Moses Brown School, Providence, R. I.

CHARLES J. RHOADS.....408 Chestnut St., Phila.

DANIEL SMILEY.....Mohonk Lake, N. Y.

ALBERT L. BAILY.....30 S. 15th St., Phila.

Term Expires 1916.

JOHN B. GARRETT.....Rosemont, Pa.

FRANCIS STOKES.....Locust Ave., Germantown, Phila.

GEORGE VAUX, JR.....1606 Morris Building, Phila.

STEPHEN W. COLLINS.....63 Wall St., New York, N. Y.

FREDERIC H. STRAWBRIDGE.....801 Market St., Phila.

J. HENRY SCATTERGOOD.....648 Bourse Building, Phila.

JONATHAN M. STEERE.....Girard Trust Co., Phila.

L. HOLLINGSWORTH WOOD.....Mt. Kisco, N. Y.

Term Expires 1917.

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WILLIAM H. HAINES.....1136 Ridge Ave., Phila.

FRANCIS A. WHITE.....1221 N. Calvert St., Baltimore, Md.

JOHN M. WHITALL.....410 Race St., Phila.

ISAAC SHARPLESS.....Haverford, Pa.

MORRIS E. LEEDS.....4901 Stenton Ave., Germantown, Phila.

EDWARD W. EVANS.....711 Arcade Building, Phila.

T. WISTAR BROWN, *President* J. HENRY SCATTERGOOD, *Secretary*
235 Chestnut St., Phila. 648 Bourse Building, Phila.

STANDING COMMITTEES OF THE BOARD OF MANAGERS

Executive Committee.

GEORGE VAUX, JR.	JAMES WOOD
JOHN B. GARRETT	FREDERIC H. STRAWBRIDGE
ASA S. WING	JOHN M. WHITALL
CHARLES J. RHOADS	MORRIS E. LEEDS

Committee on Finance and Investments.

WILLIAM H. HAINES	J. HENRY SCATTERGOOD
FRANCIS A. WHITE	CHARLES J. RHOADS

Committee on Accounts.

FRANCIS STOKES	JONATHAN M. STEERE
J. STOGDELL STOKES	EDWARD W. EVANS
ALBERT L. BAILY	

Committee on College Property and Farm.

SAMUEL L. ALLEN	ABRAM F. HUSTON
FRANCIS STOKES	FREDERIC H. STRAWBRIDGE
JOHN M. WHITALL	DANIEL SMILEY

The President of the Corporation is *ex officio* a member of all standing committees.

FACULTY

1914-1915

ISAAC SHARPLESS, SC.D., LL.D., L.H.D.

President and Professor of Ethics.

ALLEN CLAPP THOMAS, A.M.

Consulting Librarian and Emeritus Professor of History.

LYMAN BEECHER HALL, PH.D.

John Farnum Professor of Chemistry.

FRANCIS BARTON GUMMERE, PH.D., LL.D., LITT.D.

Professor of English Literature.

HENRY SHERRING PRATT, PH.D.

David Scull Professor of Biology.

JAMES ADDISON BABBITT, A.M., M.D.

Professor of Hygiene and Physical Education.

RUFUS MATTHEW JONES, A.M., LITT.D.

Professor of Philosophy.

OSCAR MARSHALL CHASE, S.M.

Registrar and Instructor in Drawing.

ALBERT SIDNEY BOLLES, PH.D., LL.D.

Lecturer on Commercial Law and Banking.

*DON CARLOS BARRETT, PH.D.

Professor of Economics.

LEGH WILBER REID, PH.D.

Professor of Mathematics.

WILLIAM WILSON BAKER, PH.D.

Associate Professor of Greek.

* Absent first half-year, 1914-15.

FACULTY.

FREDERIC PALMER, JR., PH.D.
Dean and Associate Professor of Physics.

LEON HAWLEY RITTENHOUSE, M.E.
Associate Professor of Mechanics and Electricity.

RICHARD MOTT GUMMERE, PH.D.
Associate Professor of Latin.

ALEXANDER GUY HOLBORN SPIERS, PH.D.
Associate Professor of Romance Languages.

RAYNER WICKERSHAM KELSEY, PH.D.
Associate Professor of History.

ALBERT HARRIS WILSON, PH.D.
Associate Professor of Mathematics.

THOMAS KITE BROWN, JR., A.M.
Instructor in German.

HENRY JOEL CADBURY, PH.D.
Instructor in Biblical Literature.

VICTOR OSCAR FREEBURG, A.M.
Instructor in English.

WILLIAM OTIS SAWTELLE, A.M.
Instructor in Physics.

FRANK DEKKER WATSON, PH.D.
Associate Professor of Social Work.

WILLIAM HENRY COLLINS, A.M.
Superintendent of Buildings and Grounds.

HELEN SHARPLESS
Acting Librarian.

HAVERFORD COLLEGE.

PAUL W. WEAVER

Assistant in the Engineering Laboratory.

EDWARD EUGEN KRAUSS, S.B.

Assistant in Physical Training.

JAMES WHITE CROWELL, A.M.

Assistant in French.

FREDERICK MURDOCH HENLEY, S.B.

Assistant in the Chemical Laboratory.

ANNUAL REPORT OF THE BOARD OF MANAGERS FOR THE YEAR 1913-1914

To the Corporation of Haverford College:

A year ago at this time your Managers reported the largest enrolment in the history of the College and this year we are glad again to report a small increase. This would seem to indicate that we are giving to our patrons the type of educational facilities which they desire. Increased numbers mean larger responsibilities as well as greater opportunities. At the present time, when the question whether force or righteousness shall be the ruling principle of the civilized world is testing the faith of every man, the opportunity is presented to Haverford College to train on right lines the men who should be the leaders of the next generation. We believe our Faculty is both competent and eager to embrace this opportunity.

The gradual increase in the number of buildings on the College Campus made necessary an increase in the capacity of our heating and lighting plant. During the past summer this addition has been completed at a cost of about \$5,000. It is difficult to secure contributions for improvements of this kind because they do not make a strong appeal to the generosity of our friends; consequently the Corporation has been compelled to borrow the necessary funds. We report the matter in the hope that some one may feel disposed to assist in defraying this expense, for we are most reluctant to increase the debt of the Corporation.

HAVERFORD COLLEGE.

Professor Allen C. Thomas, who has served the College most loyally for over thirty-five years, has decided to avail himself of the advantages of the Pension Fund and retires this fall from active service. We are glad to announce that the College will still have the benefit of his advice in the Library.

We regret to announce that during the year Dr. Albert E. Hancock, who had been granted leave of absence on account of ill health, found it necessary to resign as a member of the Faculty, since the prospect of his recovery and return to work seemed remote.

The financial statement presented by the Treasurer shows a net addition to the debt of the Corporation of \$13,833.56, making the total debt \$103,621.19.

This increase is accounted for by an unexpectedly large outlay for repairs and improvements and by the payment of premiums for fire insurance covering most of the cost for insurance for the coming five years.

It is to be hoped that future expenses may be kept well within the College receipts and that our debt may be gradually reduced.

Gifts to the College amounting to \$84,703.83 have been received during the year from about four hundred contributors.

The Managers wish to express their appreciation of the work of the Faculty and of all others connected with the institution and in these few sentences convey their sense of the welfare and satisfactory progress of our Corporation.

By order of the Board.

T. WISTAR BROWN, *President*.

CHARLES J. RHOADS, *Secretary*.

PHILADELPHIA, PA., Tenth month 13th, 1914.

PRESIDENT'S REPORT

To the Board of Managers:

The President reports the register of attendance of students during the year 1913-14 as 176. **Attendance**

For 1914-15 there are now entered 180, of whom 50 are Freshmen and 10 are new admissions to the advanced classes.

There were graduated in 1914, 42 students, of whom 5 received the degree of Master of Arts, 19 of Bachelor of Arts and 18 of Bachelor of Science.

The new chair of social work has been filled by the appointment of Frank D. Watson, Ph.D., late Professor of Social Economics at the New York School of Philanthropy. **Faculty Changes**

Dr. Albert E. Hancock, finding that his health was not sufficiently restored to resume work, resigned his post as Professor of English. He leaves with the warm regard of all his old students. The place has been temporarily filled by the reappointment of Victor O. Freeburg.

Since 1878 Allen C. Thomas has been College Librarian. During this time there has been added to his duties at various times instruction principally in English and in History. As a historical writer his books have had a large circulation, amounting to hundreds of thousands of copies. In clearness, accuracy, good judgment and adaptation to the needs of schools they are unexcelled. As Librarian,

HAVERFORD COLLEGE.

as a result of his extensive and reliable knowledge of the contents of the Library and of books in general, he has been especially useful in the purchase of books and in consultation.

He deemed it, however, on account of advancing years, time to withdraw and has given his resignation to the President. While recognizing that he had earned the right to retire, it did not seem best entirely to dispense with his services. He has been retained, therefore, in full charge of the William H. Jenks Library, and as Consulting Librarian he will spend a little time each day to advise as to books to be selected for purchase, and as to the reading of the students.

Helen Sharpless, who has been in the Library nine years and in the Library of Congress and of the Philosophical Society five years, has been made Acting Librarian.

Lectures

The following lectures outside the regular course have been given during the year:

Haverford Library Lecture:

"The Academic Life and the Religious Life," by Dr. Francis G. Peabody of Harvard: who also spent about a week in the college in various student meetings and conferences. 1st mo. 12th, 1914.

Thomas Shipley Lectures on English Literature:

"The Spiritual Message of Whittier," by Dr. Augustus T. Murray, Leland Stanford, Jr., University. 3rd mo. 10th, 1914.

"The Absence of Folk Culture in America," by Percival Chubb. 4th mo. 27th, 1914.

PRESIDENT'S REPORT.

Other Lectures:

"Illustrated Talk on Birds," by William L. Bailly.
11th mo. 11th, 1913.

"Some Birds of the Magdalen Islands," by Robert
T. Moore. 11th mo. 21st, 1913.

"Iberian Art and the Romans in Spain," by Professor
Charles Upson Clark of Yale University.
12th mo. 2nd, 1913.

"Egypt, India and the Far East," by Charles S.
Crosman. 12th mo. 8th, 1913.

"The Decline of Farm Life in Pennsylvania and how
it can be Prevented," by Mrs. Edith Ellicott Smith,
President of the Pennsylvania Rural Progress Association.
Under the auspices of The Weeders.
1st mo. 20th, 1914.

"The Contemporary French Drama," by Dr.
Alexander Guy Holborn Spiers, Haverford College.
1st mo. 21st, 1914.

"Some Modern Medical Statesmen," by Professor
James A. Babbitt, M.D. 2nd mo. 25th, 1914.

"Education for Democracy," by Arthur Eugene
Bestor, Director of Chautauqua Institution.
3rd mo. 4th, 1914.

"The Philippines," by Henry Cox, late teacher in
the Philippines. 3rd mo. 16th, 1914.

"The Fenlands of England in History and Song,"
by Allen C. Thomas, Librarian, Haverford College.
3rd mo. 18th, 1914.

"The Forsaken Merman," by Dr. Henry G. Leach,
Manager of the American-Scandinavian Society.
3rd mo. 23rd, 1914.

HAVERFORD COLLEGE.

"The Political Situation in England and Ireland,"
by Rev. C. Silvester Horne, M.A., Liberal and Radical
Member of Parliament. 4th mo. 17th, 1914.

"Æsop's Fables and the Legendary Æsop," by Dr.
Dean P. Lockwood, of Columbia University. Under
the auspices of Phi Beta Kappa, Zeta Chapter of
Pennsylvania. 6th mo. 9th, 1914.

Miscellaneous:

Musical given by Mr. Noah Swayne, 2nd, and the
Music Study Club of Haverford College for the bene-
fit of Preston Recreation Park and Playground Fund.
3rd mo. 27th, 1914.

Junior Day. 5th mo. 2d, 1914.

Annual Contests in Public Speaking for the Everett
Society Prize and the Alumni Prize in Oratory.
5th mo. 19th, 1914.

"Gifts to the Nation," presented by students of
Hampton Institute, Virginia, for the benefit of Hamp-
ton Normal and Agricultural Institute.
6th mo. 8th, 1914.

Senior Class Day. 6th mo. 11th, 1914.

Commencement Day. Commencement Exercises in
Roberts Hall, with address by President John H. Fin-
ley, LL.D., of the University of the State of New
York. 6th mo. 12th, 1914.

Summer School Evening Lectures:

"The Spirit of To-day and Its Challenge to the
Church," by Dr. Rufus M. Jones, Haverford College,
and Dr. W. Douglas Mackenzie, Hartford Theological
Seminary. 6th mo. 20th, 1914.

PRESIDENT'S REPORT.

"The Modern Attitude Towards Social Problems,"
by Dr. James P. Lichtenberger, University of Pennsylvania.
6th mo. 23rd, 1914.

"The Forces at Work in the Social Movement," by
Professor Walter Rauschenbusch, Rochester Theological
Seminary. 6th mo. 24th, 1914.

"The Open Door," by Dr. Hugh Black, Union Theological
Seminary. 6th mo. 25th, 1914.

"Adolescent Characteristics," by Dr. Arthur Holmes,
Penna. State College. 6th mo. 26th, 1914.

The Class of 1904 has presented a bronze **Donations**
stand for electric lights which is placed in the
center of the circle in front of Founders Hall.

The Class of 1889 has made as their twenty-five
year donation a grove of trees along the
walk leading to the station.

The Alumni in general have continued the
improvement of our Athletic Grounds mentioned
a year ago. Walton Field has been graded,
a new running track built, and a new road
leading to the grounds constructed. Some debt
remains on this improvement, which will probably
soon be removed. Combined with the Class of
1888 Field this gives us fine athletic facilities.

No large buildings have been erected since
last report. Useful and expensive but inconspicuous
improvements have been made to the Heating
Plant and to the College Barn.

We have received promises from ten friends
interested in the lawn of \$50 each for five years
for preserving our trees and planting new ones.

HAVERFORD COLLEGE.

Greatly valued additions to our permanent funds have been received. Two contributions of \$20,000 each, the income to be used for the purchase of books for the Library (to be again referred to), have been received.

The fund for "Bible Study and Religious Teaching" has been increased by an additional donation of \$25,000 from its founder. The fund now carries the Professor of Philosophy, the Instructor in Biblical Literature and the Associate Professor of Social Work.

A bequest of \$10,000 from Elizabeth H. Farnum now becomes available for general purposes, and one of \$1,000 from Elizabeth P. Smith, for prizes for work in Peace and Arbitration has been received.

The Treasurer reports that the total donations for the year amount to \$84,703.83 from nearly four hundred contributors. The productive endowment of the college from these and other sources has been increased by \$159,633.91 and is now \$1,976,940.43. These many manifestations of interest and approval the college much appreciates.

Library

During the year ending 9th month 30th, 1914, there were added to the Library 2,750 bound volumes; of which 1,279 were bought; 789 were gifts from various persons; 29 were purchased for the William H. Jenks collection; 6 were exchanged for duplicates; 388 were periodicals and pamphlets bound; and 267 were from the United States government "on deposit." The total number of bound volumes in the Library on the above date was 63,607.

PRESIDENT'S REPORT.

The Library during the past year has been the recipient of liberal additions to its permanent endowment. One gift of \$20,000 has been received from an Alumnus in memory of his wife—the income to be used for the purchase of books on history, poetry, art and English and French literature. Another gift of \$20,000 has been made to increase the Mary Farnum Brown Endowment—one-fifth of the income to be used for books on Christian knowledge, the rest unlimited. The available income of the Library has in this way been nearly doubled. Men and books make a college.

Contributions have also been received for the immediate purchase of books for the German and other departments.

Included in the above enumeration of the gifts of books is a collection of about 250 volumes representing the Modern Drama, the gift of the Class of 1903. This method of increasing the resources of the Library which has been followed by the Class of 1900 and the Class of 1903 is one to be highly commended.

Besides these various gifts, the donor of the Stack Room has completed its equipment by the addition of two tiers of shelving, the glass floors, the staircases, and the book lift, thus making this wing one of the best equipped and best lighted buildings of the kind in the country. The capacity of the stack is about 90,000 volumes. This building now contains nearly all the bound periodicals, the Baur

HAVERFORD COLLEGE.

Library, and many unbound pamphlets which are in process of classification so they may be available for ready consultation. The greater rarities of the Library will also find a place in the building.

The Library, as usual, is under obligations to many of its friends for valuable gifts of books and pamphlets. (See appendix.)

During the year 9,170 volumes were withdrawn for use outside the building. Of this number 5,773 (including "overnight" books) were withdrawn by students; 2,713 by members of the Faculty and others connected with the college; and 684 by residents on the college grounds and others.

New Curriculum

During the year the Faculty has revised the curriculum. In a general way the purpose has been to permit, and to a certain extent to require, every student to pursue one or more subjects for several years. It is probably not so important to have the choice limited to related subjects in any given year, as to have pursued them sufficient time to secure interest and to see something of their upper reaches. The new plan makes it possible for each one of the main branches to be continued through the whole four years, and to demand the choice of one for the three upper years, and of two others for two years each. The Engineering courses as previously outlined have not been given up, but have been merged with the course in general science to be taken subject to the above conditions.

PRESIDENT'S REPORT.

The number of subjects now offered has required more hours per week to avoid conflicts. This the Faculty has secured by adding one hour on Second-day morning and two hours on Seventh-day morning, and, with the co-operation of Haverford Monthly Meeting, by changing the hour of our Fifth-day Meeting from 11 o'clock to 11.45, thus making an additional hour available for recitations.

The question of the tenure of office of members of college Faculties has of late excited much discussion in educational circles. In Europe such tenure is absolutely secure, till the incumbents die or reach a pensionable age. A professorship is practically a life appointment. In America there is no such perfect security, though the sentiment is growing that they should not be easily discharged. In the best universities the men in the upper grades feel themselves reasonably safeguarded except for serious misconduct or for failure of physical or mental powers. In a few cases where a large part of a Faculty has been dismissed to gratify the President or Board of Trustees, so much unfavorable criticism has resulted that it has reacted seriously against the good name and prosperity of the institution.

There are many advantages in an understanding in favor of permanency. It takes the professor out of the ranks simply of employees and makes him something of a partner in the management of the college. Many questions of educational import are better decided by the

**Tenure of
Professors**

HAVERFORD COLLEGE.

Faculty than by the Board. A sense of responsibility and loyalty to the institution goes into his work, and he repays increased confidence by increased efficiency. A man who is liable to discharge at the end of any year will not give his best service.

It not infrequently happens that a professor, long time in the employ of the college, without any diminution of capacity or willingness to work, is not as efficient as a young man who could be secured at a less salary. Judging the transaction simply as a business proposition, apart from indirect effects, it would seem profitable to drop the faithful elderly man. But the college that follows this policy would in time find itself in possession of a Faculty disloyal and seeking better places. Its name would soon go abroad as a place for a good man to avoid.

Of course, a liberal policy in this respect involves the greatest care in making appointments to the higher positions. No one should be promoted who has not been fully tried, and whose character, scholarship and fitness are not amply proven. But the appointment once made, even though it may seem something of a mistake, should be considered irremediable, unless there follows a weakening of capacity or unwillingness to perform the duties of the position. The college which takes this attitude will be amply rewarded by the loyal service of strong men.

In conclusion, I wish to record my apprecia-

PRESIDENT'S REPORT.

tion of the harmony which seems to exist within the Faculty and between them and the student body, which makes the discussion of college problems and difficulties wholly a pleasure.

ISAAC SHARPLESS.

Tenth month 1st, 1914.

PUBLICATIONS OF THE FACULTY

1913-1914

- BABBITT, JAMES A.—*Athletic Number, Haverford College Bulletin*, Vol. XII, No. 6, June, 1914, 82 pp.
The School Boy and His Mucous Membranes. Transactions of Fourth International Congress on School Hygiene, Buffalo, N. Y., August 1914, pp. 591-595.
- BAKER, WILLIAM W.—*Are Friends a Peculiar People?* The Westonian, Vol. XX, No. 6, Sixth Month, 1914, pp. 260-263.
- BARRETT, DON C.—*Periodical Abstracts on Money, Credit and Banking*, The American Economic Review, Vol. III, No. 4, December, 1913, pp. 1040-1043; Vol. IV, No. 1, March, 1914, pp. 254-258; Vol. IV, No. 2, June, 1914, pp. 502-506.
- BOLLES, ALBERT S.—*Revised Edition of Troubat and Haly's Pennsylvania Law Practice.* The George T. Bisel Co., Phila., Vol. III, 8vo, pp. 1969-2806.
- BROWN, THOMAS K., JR.—*Quaker Simplicity and English Spelling.* The Westonian, Vol. XXIX, Nos. 9 and 10, Eleventh and Twelfth Months, 1914, pp. 456-460, 490-498.
- CADBURY, HENRY J.—Various short articles and reviews in Present Day Papers, The Harvard Theological Review, The Westonian, etc.
- GUMMERE, RICHARD M.—*The Value of the Classics.* The Outlook, August, 1914.

PUBLICATIONS.

JONES, RUFUS M.—*Spiritual Reformers in the Sixteenth and Seventeenth Centuries*. Macmillan and Co., London, 1914, li+362 pp.

Henri Bergson. Present Day Papers, Vol. I, No. 9, September, 1914, pp. 270-273.

KELSEY, RAYNER W.—*The Text-Book Method*. History Teachers Magazine, Vol. V, No. 6, June, 1914, pp. 177-178.

The Supreme Court and the Constitution. The Nation, N. Y., Vol. 98, Nos. 2538, 2550, 2554, Feb., May, June, 1914, pp. 183, 570, 694.

The Quakers of Iowa. Present Day Papers, Vol. I, No. 7, July, 1914, p. 214.

PALMER, FREDERIC, JR.—*Radioactivity*. Present Day Papers, Vol. I, No. 6, June, 1914, pp. 167-171.

PRATT, HENRY S.—*The Trematode Parasites of the Loggerhead Turtle*. Archives de Parasitologie (Paris), Vol. 16, April, 1914, pp. 411-428; plates 4 and 5 with 13 figures.

The Late Archduke Francis Ferdinand. The Nation, N. Y., Vol. 99, July, 1914, pp. 126-127.

SPIERS, A. GUY H.—*Eugénie Grandet*, text, notes and vocabulary. D. C. Heath and Co., 1914, xv+236 pp.

Graded French Method. Modern Language Notes, May, 1914, pp. 148-150.

WILSON, ALBERT H.—*The Canonical Types of Nets of Modular Conics*. American Journal of Mathematics, Vol. XXXVI, No. 2, April, 1914, pp. 187-210.

SUMMARY OF THE ACCOUNT

OF THE TREASURER OF

THE CORPORATION OF HAVERFORD COLLEGE

For the Year ending Eighth mo. 31st, 1914.

RECEIPTS.

Income from investments:

General Endowment Fund.....	\$4,829.83
Thomas P. Cope Fund.....	317.56
Edward Yarnall Fund.....	300.73
Alumni Library Fund.....	831.28
Isaiah V. Williamson Fund.....	973.10
John Farnum Memorial Fund.....	1,910.99
John M. Whitall Fund.....	492.57
Richard T. Jones Scholarship Fund.....	225.00
David Scull Fund.....	2,074.64
Edward L. Scull Fund.....	547.37
Wistar Morris Memorial Fund.....	238.10
Mary Farnum Brown Library Fund.....	2,151.19
Mary M. Johnson Scholarship Fund.....	377.37
Sarah Marshall Scholarship Fund.....	359.13
Israel Franklin Whitall Fund.....	594.74
Jacob P. Jones Endowment Fund.....	43,485.15
Clementine Cope Fellowship Fund.....	1,189.61
John Farnum Brown Fund for Bible Study and Religious Teaching.....	9,777.66
Ellen Waln Fund.....	542.88
Clementine Cope Endowment Fund.....	1,072.55
Nathan Branson Hill Trust.....	10.60
Thomas Shipley Fund.....	229.50
Elliston P. Morris Fund.....	46.75
Joseph E. Gillingham Fund.....	2,449.79

TREASURER'S REPORT.

President Sharpless Fund.....	\$2,069.95	
Henry Norris Fund.....	221.95	
William P. Henszey Fund.....	1,794.52	
Jacob P. Jones Benefit Fund.....	3,117.82	
Pliny Earle Chase Memorial Fund.....	214.31	
Special Endowment Fund.....	490.00	
Special Library Fund.....	245.00	
Haverford College Pension Fund.....	1,168.44	
Infirmary Endowment Fund.....	439.26	
John W. Pinkham Fund.....	222.88	
Mary W. B. Williams Fund.....	247.43	
		<hr/>
		\$85,259.65
Board and tuition, cash.....	\$54,502.50	
Board and tuition, scholarships.....	16,275.00	
		<hr/>
		70,777.50
Board and tuition for succeeding year.....	2,153.49	
Board of professors.....	1,230.60	
Rents.....	2,963.34	
Stationery, etc.....	809.74	
Income credited to Contingent Account.....	1,037.26	
Receipts for account of previous years.....	1,100.91	
Special Receipts for the Library.....	294.37	
Special Receipts for the Summer School.....	1,474.25	
Proceeds of real estate sold for account of Jacob P. Jones Endowment Fund.....		66,574.09
Donations:		
To increase John Farnum Brown Fund....	\$25,000.00	
To increase Mary Farnum Brown Fund....	20,077.88	
To found Mary Wistar Brown Williams Library Fund.....	20,000.00	
For Library Stack.....	6,500.00	
For Section E, Lloyd Hall.....	5,000.00	
For new Athletic Fields and pole.....	3,619.00	
For Soccer Field.....	295.75	
For roadway.....	500.00	
For Tree Fund.....	475.00	
To found Scholarship Improvement Prize Fund.....	2,000.00	
For Scholarship.....	400.00	

HAVERFORD COLLEGE.

For Class of 1909 gateway.....	\$321.73	
For books, prizes, etc.....	514.47	
		<hr/>
		\$84,703.83
Money borrowed temporarily.....		187,000.00
Investments realized:		
General Endowment Fund.....	\$8,000.00	
Thomas P. Cope Fund.....	2,500.00	
John Farnum Memorial Fund.....	5,500.00	
John M. Whittall Fund.....	1,005.00	
David Scull Fund.....	7,035.00	
Wistar Morris Fund.....	5,025.00	
Mary Farnum Brown Fund.....	2,500.00	
Mary M. Johnson Fund.....	1,005.00	
Sarah Marshall Fund.....	1,005.00	
Jacob P. Jones Endowment Fund.....	69,700.00	
Clementine Cope Fellowship Fund.....	12,500.00	
John Farnum Brown Fund.....	5,025.00	
President Sharpless Fund.....	1,000.00	
Jacob P. Jones Benefit Fund.....	23,000.00	
Haverford College Pension Fund.....	300.00	
		<hr/>
		145,100.00
Balance on hand Eighth month 31, 1913:		
In the hands of the President.....	\$1,278.57	
In the hands of the Treasurer.....	159.08	
		<hr/>
		1,437.65
		<hr/>
		\$651,916.68
		<hr/> <hr/>

PAYMENTS.

Salaries.....	\$59,160.00
Provisions.....	19,849.00
Wages.....	12,722.85
Repairs and improvements.....	13,533.40
Fuel and lights.....	8,082.83
Interest.....	3,750.46
Family expenses and furniture.....	3,720.11
Lawn.....	4,817.98
Taxes.....	2,915.45
Incidentals.....	181.28

TREASURER'S REPORT.

Farm.....	\$2,578.94
Scientific equipment.....	1,720.38
Infirmary.....	1,009.24
Gymnasium, etc.....	2,344.08
Printing and advertising.....	2,042.62
Insurance.....	8,456.65
Books, etc., from income Alumni Library Fund	1,189.85
Books, etc., from Special Receipts for the Library.....	294.37
Books, etc., from income Special Library Fund.....	155.03
Books, etc., from income Mary Farnum Brown Library Fund.....	919.47
Lectures from income Mary Farnum Brown Library Fund.....	500.00
Lectures from income Thomas Shipley Fund.	348.00
Annuity from Pliny Earle Chase Memorial Fund.....	100.00
Prizes from income John B. Garrett Reading Prize Fund.....	42.47
Prizes from income John Farnum Brown Fund	89.17
Expense of Summer School.....	2,454.25
Books from income Mary Wistar Brown Wil- liams Library Fund.....	725.65
	<hr/> \$153,703.53

Scholarships and Fellowships:

Income General Endowment Fund.....	\$2,600.00
Income Thomas P. Cope Fund.....	300.00
Income Edward Yarnall Fund.....	300.00
Income Isaiah V. Williamson Fund.....	900.00
Income Richard T. Jones Scholarship Fund	225.00
Income Mary M. Johnson Scholarship Fund	300.00
Income Sarah Marshall Scholarship Fund..	350.00
Income Jacob P. Jones Endowment Fund..	9,200.00
Income Clementine Cope Fellowship Fund.	2,000.00
Income Joseph E. Gillingham Fund.....	800.00
	<hr/> 16,975.00
Paid from Insurance Money received toward restoring Whitall Hall.....	2,040.88

HAVERFORD COLLEGE.

Paid out of Donation Account:

For Library Stack	\$6,500.00	
For Section E, Lloyd Hall	6,396.76	
For Athletic Fields and pole	4,773.88	
For Spectator Stand	3,064.10	
For Roadway	679.45	
For Tree Fund	475.00	
For Scholarship	400.00	
For books, prizes, etc.	636.24	
		<hr/> \$22,925.43

Paid temporarily on account of loans, out of funds awaiting investment	193,500.00
---	------------

Investments made:

General Endowment Fund	8,500.00	
Thomas P. Cope Fund	2,500.00	
John Farnum Memorial Fund	5,500.00	
John M. Whitall Fund	980.15	
David Scull Fund	6,861.06	
Edward L. Scull Fund	500.00	
Wistar Morris Fund	4,900.76	
Mary Farnum Brown Library Fund	20,577.88	
Mary M. Johnson Fund	980.15	
Sarah Marshall Fund	980.15	
Jacob P. Jones Endowment Fund	132,756.40	
Clementine Cope Fellowship Fund	12,000.00	
John Farnum Brown Fund for Bible Study and Religious Teaching	29,972.00	
President Sharpless Fund	1,000.00	
Jacob P. Jones Benefit Fund	6,207.50	
Haverford College Pension Fund	4,500.00	
Infirmity Endowment Fund	500.00	
Scholarship Improvement Prize Fund	2,000.00	
Mary Wistar Brown Williams Library Fund	19,834.52	
		<hr/> 261,050.57

Balance on hand Eighth month 31, 1914:

In the hands of the President	\$1,502.63	
In the hands of the Treasurer	218.64	
		<hr/> 1,721.27
		<hr/> \$651,916.68

FINANCIAL STATEMENT

For the Year ending Eighth month 31, 1914.

Expenses of running the College, as per foregoing statement of the Treasurer.....	\$153,703.53
Charged off for cost of barn and President Sharpless's house improvements.....	3,000.00
Charged off cost of Driveway previously charged to Donation Account.....	453.68
	<hr/> \$157,157.21
Net cash receipts for board and tuition, rents, farm and from all other sources connected with the business of the College.....	63,674.80
	<hr/>
Leaving a deficiency of.....	\$93,482.41
Income from Invested Funds and Donations applicable to Scholarships and running expenses.....	75,547.94
	<hr/>
Leaving a net deficiency for the year.....	\$17,934.47

REPORT ON EACH FUND

THOMAS P. COPE FUND.

Founded 1842.

Par value of invested funds.....	\$6,100.00
Principal uninvested.....	1.62
	<hr/>
Total fund.....	\$6,101.62
Income on hand at beginning of year.....	\$60.51
Income received during the year.....	317.56
	<hr/> 378.07
Paid for Thomas P. Cope Scholarships.....	300.00
	<hr/>
Income on hand at end of the year.....	\$78.07

HAVERFORD COLLEGE.

GENERAL ENDOWMENT FUND.

Established 1847 and increased from time to time since.

Par value of invested funds.....	\$104,100.00
Principal uninvested.....	251.89
<hr/>	
Total fund.....	\$104,351.89
Income received during the year.....	4,829.83
Paid for scholarships.....	\$2,600.00
Paid for general college expenses.....	2,229.83
<hr/>	
	4,829.83

EDWARD YARNALL FUND.

Founded 1860.

Par value of invested funds.....	\$6,100.00
Principal uninvested.....	50.96
<hr/>	
Total fund.....	\$6,150.96
Income on hand at beginning of year.....	\$99.30
Income received during year.....	300.73
<hr/>	
	400.03
Paid for Edward Yarnall Scholarships.....	300.00
<hr/>	
Income on hand at end of year.....	\$100.03

ALUMNI LIBRARY FUND.

Established by the Alumni Association, 1863.

Par value of invested funds.....	\$18,650.00
Principal uninvested.....	153.12
<hr/>	
Total fund.....	\$18,803.12
Income overdrawn at beginning of year.....	\$68.70
Income received during the year.....	831.28
<hr/>	
	762.58
Paid for books, etc.....	1,189.85
<hr/>	
Income overdrawn at end of year.....	\$427.27

TREASURER'S REPORT.

ISAIAH V. WILLIAMSON FUND

Founded 1876 and increased 1883.

Par value of invested funds.....	\$21,800.00
Principal uninvested.....	427.90
Total fund.....	<u>\$22,227.90</u>
Income on hand at beginning of year.....	\$114.06
Income received during the year.....	973.10
	<u>1,087.16</u>
Paid for scholarships.....	900.00
Income on hand at end of year.....	<u>\$187.16</u>

JOHN FARNUM MEMORIAL FUND.

**Established 1878, increased by Legacy of Elizabeth H. Farnum
in 1899.**

Par value of invested funds.....	\$41,200.00
Principal uninvested.....	190.30
Total fund.....	<u>\$41,390.30</u>
Income received during the year.....	1,910.99
Paid toward support of Chair endowed by this fund....	1,910.99

JOHN M. WHITALL FUND.

Founded in 1880.

Par value of invested funds.....	\$10,500.00
Principal uninvested.....	249.31
Total fund.....	<u>\$10,749.31</u>
Income received during the year.....	492.57
Appropriated for salaries.....	492.57

RICHARD T. JONES SCHOLARSHIP FUND.

Founded by Will of Jacob P. Jones, 1885.

Par value of the fund.....	\$5,000.00
Income received during the year.....	225.00
Paid for Richard T. Jones Scholarship.....	225.00

HAVERFORD COLLEGE.

DAVID SCULL FUND.

Founded 1885.

Par value of invested funds.....	\$47,200.00
Principal uninvested.....	298.81
<hr/>	
Total fund.....	\$47,498.81
Income received during the year.....	2,074.64
Paid toward salaries, etc.....	2,074.64

EDWARD L. SCULL LEGACY.

Received in 1885.

Par value of invested funds.....	\$12,100.00
Principal uninvested.....	97.48
<hr/>	
Total fund.....	\$12,197.48
Income received during the year.....	547.37
Appropriated for salaries.....	547.37

WISTAR MORRIS MEMORIAL FUND.

Founded 1892.

Par value of invested funds.....	\$5,000.00
Principal uninvested.....	124.24
<hr/>	
Total fund.....	\$5,124.24
Income received during the year.....	238.10
Appropriated for salaries.....	238.10

MARY FARNUM BROWN LIBRARY FUND.

Founded 1892.

Par value invested funds.....	\$53,400.00
Amount uninvested.....	3,330.62
<hr/>	
Total fund.....	\$56,730.62
Income received during the year.....	\$2,151.19
Income appropriated for books, etc.....	\$919.47
Income appropriated for lectures.....	500.00
Transferred to principal.....	731.72
<hr/>	
	2,151.19

TREASURER'S REPORT.

MARY M. JOHNSON SCHOLARSHIP FUND.

Founded 1897.

Par value of invested funds.....	\$8,000.00
Amount uninvested.....	419.85
<hr/>	
Total fund.....	\$8,419.85
Income on hand at beginning of year.....	\$41.52
Income received during the year.....	377.37
<hr/>	
	418.89
Paid for Mary M. Johnson Scholarships.....	300.00
<hr/>	
Income on hand at end of year.....	\$118.89

SARAH MARSHALL SCHOLARSHIP FUND.

Founded 1897.

Par value of invested funds.....	\$7,700.00
Amount uninvested.....	97.79
<hr/>	
Total fund.....	\$7,797.79
Income on hand at beginning of the year.....	\$51.09
Income received during the year.....	359.13
<hr/>	
	410.22
Paid for Sarah Marshall Scholarships.....	350.00
<hr/>	
Income on hand at end of the year.....	\$60.22

ISRAEL FRANKLIN WHITALL FUND.

Founded 1896.

Par value of invested funds.....	\$12,500.00
Amount uninvested.....	48.12
<hr/>	
Total fund.....	\$12,548.12
Income received during the year.....	594.74
Appropriated for salaries.....	594.74

HAVERFORD COLLEGE.

JACOB P. JONES ENDOWMENT FUND.

Founded 1897.

Par value of invested funds.....	\$959,300.00
Amount uninvested.....	5,921.46
<hr/>	
Total fund.....	\$965,221.46
Income received during the year.....	43,485.15
Appropriated for scholarships.....	\$9,200.00
Appropriated for general expenses.....	34,285.15
<hr/>	
	43,485.15

CLEMENTINE COPE FELLOWSHIP FUND.

Founded 1899.

Par value of invested funds.....	\$24,600.00
Amount uninvested.....	640.48
<hr/>	
Total fund.....	\$25,240.48
Income on hand at beginning of the year.....	\$1,204.63
Income received during the year.....	1,189.61
<hr/>	
	2,394.24
Paid for fellowships.....	2,000.00
<hr/>	
Income on hand at end of year.....	\$394.24

**JOHN FARNUM BROWN FUND FOR BIBLE STUDY AND
RELIGIOUS TEACHING**

Founded 1900 and increased later.

Par value of invested funds.....	\$263,700.00
Amount uninvested.....	1,999.27
<hr/>	
Total fund.....	\$265,699.27
Income received during the year.....	9,777.66
Income appropriated for salaries.....	\$7,690.00
Income paid for prizes.....	89.17
Income transferred to principal.....	1,998.49
<hr/>	
	9,777.66

TREASURER'S REPORT.

ELLEN WALN FUND.

Founded 1900.

Par value of invested funds.....	\$11,000.00
Amount uninvested.....	97.10
<hr/>	
Total fund.....	\$11,097.10
Income received during the year.....	542.88
Income appropriated for general expenses.....	542.88

CLEMENTINE COPE ENDOWMENT FUND.

Founded 1904.

Par value of invested funds.....	\$31,000.00
Amount uninvested.....	108.75
<hr/>	
Total fund.....	\$31,108.75
Income received during the year.....	1,072.55
Income appropriated for general expenses.....	1,072.55

THOMAS SHIPLEY FUND.

Founded 1904.

Par value of invested funds.....	\$5,000.00
Amount uninvested.....	225.00
<hr/>	
Total fund.....	\$5,225.00
Income on hand at beginning of the year.....	\$790.50
Income received during the year.....	229.50
<hr/>	
	1,020.00
Income appropriated for lectures.....	348.00
<hr/>	
Income on hand at end of the year.....	\$672.00

NATHAN BRANSON HILL TRUST.

Fund Established in 1904, held in trust by Minneapolis Trust Company, Minneapolis, Minn.

Income received during the year.....	\$10.60
Income appropriated for general expenses.....	1 0.60

HAVERFORD COLLEGE.

ELLISTON P. MORRIS FUND.

Founded 1906.

Par value of invested funds.....	\$1,000.00
Amount uninvested.....	188.75
<hr/>	
Total fund.....	\$1,188.75
Income on hand at beginning of year.....	\$112.53
Income received during the year.....	46.75
<hr/>	
	159.28
<hr/>	
Income on hand at end of the year.....	\$159.28

JOSEPH E. GILLINGHAM FUND

Founded 1907.

Par value of invested funds.....	\$53,000.00
Amount uninvested.....	117.25
<hr/>	
Total fund.....	\$53,117.25
Income received during the year.....	2,449.79
Income appropriated for scholarships.....	\$800.00
Income appropriated for general expenses.....	1,649.79
<hr/>	
	2,449.79

PRESIDENT SHARPLESS FUND.

Founded 1907.

Par value of invested funds.....	\$44,000.00
Amount uninvested.....	255.99
<hr/>	
Total fund.....	\$44,255.99
Income received during year.....	2,069.95
Income added to Haverford College Pension Fund.....	2,069.95

TREASURER'S REPORT.

HENRY NORRIS FUND.

Founded 1907.

Par value of invested funds.....	\$5,500.00
Amount uninvested.....	39.17
<hr/>	
Total fund.....	\$5,539.17
Income received during year.....	221.95
Income appropriated for general expenses.....	221.95

JOHN B. GARRETT READING PRIZE FUND.

Founded 1908.

Par value of fund, all invested.....	\$2,000.00
Income on hand at beginning of year.....	139.01
Paid during the year for prizes.....	42.47
<hr/>	
Income on hand at end of the year.....	\$96.54

WILLIAM P. HENSZEY FUND.

Founded 1908 by Gift. Increased 1909 by Legacy.

Par value of invested funds.....	\$36,500.00
Principal uninvested.....	150.60
<hr/>	
Total fund.....	\$36,650.60
Income received during the year.....	1,794.52
Income added to Haverford College Pension Fund.....	1,794.52

JACOB P. JONES BENEFIT FUND.

Founded 1909 from proceeds of land sold for account Jacob P. Jones Legacy.

Par value of invested funds.....	\$46,900.00
Amount uninvested.....	17,824.29
<hr/>	
Total fund.....	\$64,724.29
Income received during the year.....	3,117.82
Income added to Haverford College Pension Fund.....	3,117.82

HAVERFORD COLLEGE.

PLINY EARLE CHASE MEMORIAL FUND.

Founded 1909.

Par value of invested funds.....	\$4,300.00
Amount uninvested.....	90.24
<hr/>	
Total fund.....	\$4,390.24
Income received during the year.....	214.31
Income paid to annuitant.....	\$100.00
Income added to Haverford College Pension Fund.....	114.31
<hr/>	
	214.31

SPECIAL ENDOWMENT FUND.

Founded 1909.

Par value of funds, all invested.....	\$12,000.00
Income on hand at beginning of year.....	\$490.00
Income received during the year.....	490.00
<hr/>	
	980.00
Income applied to expenses of Summer School.....	980.00

SPECIAL LIBRARY FUND.

Founded 1910.

Par value of fund, all invested.....	\$5,000.00
Income on hand at beginning of the year.....	\$172.04
Income received during the year.....	245.00
<hr/>	
	417.04
Income used for purchase of books, etc.....	155.03
<hr/>	
Income on hand at end of the year.....	\$262.01

HAVERFORD COLLEGE PENSION FUND.

Founded 1910 and added to since, being accumulations of Income from the different Pension Funds.

Par value of invested funds.....	\$27,800.00
Principal uninvested.....	4,689.15
<hr/>	
Total fund.....	\$32,489.15
Income received during the year.....	1,168.44
Income added to the principal.....	1,168.44

TREASURER'S REPORT.

INFIRMARY ENDOWMENT FUND

Founded 1911.

Par value of invested funds.....	\$9,500.00
Amount uninvested.....	175.94
<hr/>	
Total fund.....	\$9,675.94
Income received during year.....	439.26
Income appropriated to maintenance of Infirmary.....	439.26

JOHN W. PINKHAM FUND.

Founded 1911.

Par value of invested funds.....	\$5,000.00
Amount uninvested.....	59.50
<hr/>	
Total fund.....	\$5,059.50
Income received during year.....	222.88
Income appropriated to maintenance of Infirmary.....	222.88

SCHOLARSHIP IMPROVEMENT PRIZE FUND.

Founded 1913.

Par value of funds, all invested.....	\$2,000.00
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MARY WISTAR BROWN WILLIAMS LIBRARY FUND.

Founded 1914.

Par value of invested funds.....	\$20,000.00
Amount uninvested.....	165.48
<hr/>	
Total fund.....	\$20,165.48
<hr/>	
Income received during the year.....	\$247.43
Income applied to purchase of books.....	725.65
<hr/>	
Income overdrawn at end of year.....	\$478.22

HAVERFORD COLLEGE.

ELIZABETH H. FARNUM FUND.

Founded 1891.

The Principal of this Fund is held in Trust by The Provident Life and Trust Company of Philadelphia. The first income accrued to the College in 1914.

Par value of the fund, all invested..... \$10,000.00

SUMMARY OF THE FUNDS.

General Endowment Fund.....	\$104,351.89
Thomas P. Cope Fund.....	6,101.62
Edward Yarnall Fund.....	6,150.96
Alumni Library Fund.....	18,803.12
Isaiah V. Williamson Fund.....	22,227.90
John Farnum Memorial Fund.....	41,390.30
John M. Whitall Fund.....	10,749.31
Richard T. Jones Scholarship Fund.....	5,000.00
David Scull Fund.....	47,498.81
Edward L. Scull Fund.....	12,197.48
Wistar Morris Memorial Fund.....	5,124.24
Mary Farnum Brown Library Fund.....	56,730.62
Mary M. Johnson Scholarship Fund.....	8,419.85
Sarah Marshall Scholarship Fund.....	7,797.79
Israel Franklin Whitall Fund.....	12,548.12
Jacob P. Jones Endowment Fund.....	965,221.46
Clementine Cope Fellowship Fund.....	25,240.48
John Farnum Brown Memorial Fund for Bible Study and Religious Teaching.....	265,699.27
Ellen Waln Fund.....	11,097.10
Clementine Cope Endowment Fund.....	31,108.75
Thomas Shipley Fund.....	5,225.00
Elliston P. Morris Fund.....	1,188.75
Joseph E. Gillingham Fund.....	53,117.25
President Sharpless Fund.....	44,255.99
Henry Norris Fund.....	5,539.17
John B. Garrett Reading Prize Fund.....	2,000.00
William P. Henszey Fund.....	36,650.60
Jacob P. Jones Benefit Fund.....	64,724.29

TREASURER'S REPORT.

Pliny Earle Chase Memorial Fund.....	\$4,390.24
Special Endowment Fund.....	12,000.00
Special Library Fund.....	5,000.00
Haverford College Pension Fund.....	32,489.15
Infirmity Endowment Fund.....	9,675.94
John W. Pinkham Fund.....	5,059.50
Scholarship Improvement Prize Fund.....	2,000.00
Mary Wistar Brown Williams Library Fund.....	20,165.48
Elizabeth H. Farnum Fund.....	10,000.00
<hr/>	
Total par value.....	\$1,976,940.43
<hr/>	

being \$159,633.91 more than reported one year ago, as follows:

Proceeds of real estate sold less cost of land bought for account of Jacob P. Jones Endowment Fund.....	\$66,574.09
Gifts to increase the John Farnum Brown Fund for Bible Study and Religious Teaching.....	25,000.00
Gift to found the Mary Wistar Brown Williams Library Fund.....	20,000.00
Gift to increase Mary Farnum Brown Library Fund...	20,077.88
Trust founded by Elizabeth H. Farnum now effective..	10,000.00
Gift to found Scholarship Improvement Prize Fund ..	2,000.00
Income added to Haverford College Pension Fund.....	8,265.04
Other income credited to principal.....	2,730.21
Premiums on bonds sold and discount on bonds bought.	3,949.43
Income credited to principal for Contingent Account ..	1,037.26
<hr/>	
Total increase as above.....	\$159,633.91
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HAVERFORD COLLEGE.

We have made a careful examination of the cash book and accounts of the Treasurer of The Corporation of Haverford College for the year ending Eighth month 31st, 1914, and find them to agree with the statement of receipts and payments shown in the foregoing account. We have seen proper vouchers and receipts for all disbursements.

The cash balance in the hands of the Treasurer at the end of the fiscal year was \$218.64 as stated.

(Signed) { J. HENRY SCATTERGOOD,
ALBERT L. BAILY,
Auditing Committee.

PHILADELPHIA, Tenth month 9th, 1914.

I have examined the securities belonging to The Corporation of Haverford College Eighth month 31st, 1914, and find them to agree with the foregoing statement of the Treasurer.

(Signed) FRANCIS STOKES,
Auditing Committee.

PHILADELPHIA, Ninth month 30th, 1914.

INFIRMARY

Report for 1912-13.

Medical patients admitted to Infirmary.....	61
Medical patients treated during office hours (new cases).....	169
Medical patients returned for treatment (old cases).....	339
Surgical patients admitted to Infirmary.....	33
Surgical patients treated during office hours (new cases).....	138
Surgical patients returned for treatment (old cases).....	506
Contagious cases.....	7
Total number house patients.....	101
Total number office treatments.....	1,032

Report for 1913-14.

Medical patients admitted to Infirmary.....	72
Medical patients treated during office hours (new cases).....	255
Medical patients returned for treatment (old cases).....	231
Surgical patients admitted to Infirmary.....	27
Surgical patients treated during office hours (new cases).....	319
Surgical patients returned for treatment (old cases).....	758
Contagious cases.....	2
Total number house patients.....	101
Total number office treatments.....	1,473

Reports compared—1912-13 and 1913-14.

Medical patients admitted to Infirmary (increase).....	11
Surgical patients admitted to Infirmary (decrease).....	6
Medical patients treated during office hours (increase).....	46
Surgical patients treated during office hours (increase).....	91
Medical patients returned for treatment (increase).....	2
Surgical patients returned for treatment (increase).....	152
Contagious cases (decrease).....	5

DONATIONS FOR THE YEAR ENDING 8th MONTH 31st, 1914

For Library:

T. Wistar Brown.....	\$26,577.88
Parker S. Williams.....	20,000.00
Class of 1903.....	212.42
Agnes G. E. Shipley and Susan G. Shipley..	80.00
John B. Garrett.....	10.00
Albert S. Bolles.....	6.50
	<hr/> \$46,886.80

For John Farnum Brown Fund:

T. Wistar Brown.....	25,000.00
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For Justus C. Strawbridge section of Lloyd Hall:

Francis R. Strawbridge.....	\$1,000.00
Frederic H. Strawbridge.....	3,000.00
Robert E. Strawbridge.....	1,000.00
	<hr/> 5,000.00

For Prizes:

Alumni Association.....	\$46.00
Class of 1896.....	20.00
Class of 1898.....	10.00
Class of 1902.....	7.55
John L. Scull.....	2,000.00
Prof. L. W. Reid.....	10.00
	<hr/> 2,093.55

For Roadway:

Frederic H. Strawbridge.....	500.00
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For Tree Fund:

Samuel L. Allen.....	\$50.00
Robert C. Banes.....	50.00

DONATIONS.

E. B. Cassatt.....	\$50.00	
Abram F. Huston.....	50.00	
Lawrence J. Morris.....	25.00	
Alden Sampson.....	50.00	
Alfred G. Scattergood.....	50.00	
J. Henry Scattergood.....	50.00	
John M. Whitall.....	50.00	
Robert B. Haines, 3d.....	50.00	
	<hr/>	\$475.00
For Scholarship:		
Alfred Percival Smith.....		400.00
For Gateway:		
Class of 1909.....		321.73
For Soccer Field:		
Class of 1888.....		295.75
For Grand Stand:		
Horace E. Smith.....		87.00
For Lecture:		
Dr. James A. Babbitt.....		25.00
For Athletic Field:		
Class of 1857:		
N. Penrose Hallowell.....	\$10.00	
Class of 1859:		
James C. Parrish.....	25.00	
Class of 1862:		
Horace G. Lippincott.....	\$100.00	
George Wood.....	100.00	
	<hr/>	200.00
Class of 1867:		
Lewis J. Levick.....	10.00	
Class of 1869:		
Henry Cope.....	20.00	
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HAVERFORD COLLEGE.

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HAVERFORD COLLEGE.

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The Annual Meeting of "The Corporation of Haverford College" is held on the second Third-day in the Tenth month, at 3 o'clock P. M.

The Stated Meetings of the Managers are held on the third Sixth-day in the First, Third, Fifth, Ninth and Eleventh months.

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The friends of the College, including former students, and all who are interested in the promotion of sound learning, are invited to consider the College in the disposition of their estates by will.

FORM OF LEGACY

*I give and bequeath (if personal)—devise (if real)—
to "The Corporation of Haverford College," the sum of
.....(or
if real estate, describe it).....to
have and to hold to them, their successors and assigns,
to the use of the said "The Corporation of Haverford College,"
their successors and assigns.*

HAVERFORD COLLEGE

VOL. XIII

BULLETIN

No. 2

ALUMNI QUARTERLY

NOVEMBER, 1914

HAVERFORD-SWARTHMORE GAMES

1879-1904

By

J. HENRY SCATTERGOOD, '96

Issued eight times a year by Haverford College
Haverford, Pa.

Entered December 10th, 1902, at Haverford, Pa.
as Second-Class Matter under Act of Congress of July 16th, 1894

The
Haverford College Bulletin

ALUMNI QUARTERLY

November, 1914

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EDITORIAL.

WE offer, as our first number for the year 1914-15, a history of gridiron relations between Haverford and Swarthmore. The renewal of relations between these two colleges means much for football at Haverford. The Board of Editors of the QUARTERLY are greatly indebted to the author of the pamphlet, and to *The Haverfordian*, through whose courtesy we are enabled to communicate its contents to the Alumni generally.

THE HAVERFORD-SWARTHMORE GAMES,
1879-1904.

By J. Henry Scattergood, '96.

President Sharpless never sprung a greater surprise on any group of Haverfordians than when, at the dinner given by some interested Alumni to the Haverford 1913 Football Team last December, he suddenly told us that he now felt that we could once more play football with Swarthmore. Instantly our memories brought up the old heroes, old tackles were made again, old runs for touchdowns were lived over. The Swarthmore game! There is nothing that thrills a Haverfordian in just the way that it does. And for ten years there has been none. The oldest man in College today was never there with anyone who had ever seen one of them while a student. And yet, while with our diverse methods and purposes our ways had parted for these years, there must have been at work some drawing influence which would seem to make possible a renewal of the game on the old ground of "true sport and honor," so dear to the real heart of both colleges. So may it be, and may the games to come pass into memories as pleasant to recall as have those well-fought but friendly contests of the past.

To sketch the record of these old games would seem to be the best way to get into the spirit of them. And so, with this in view, and with a desire to gather together old reminiscences and bits of history before they are forgotten, I have ventured upon the undertaking. Coming about midway in the series, I had the opportunity of seeing more than half of the matches myself; while properly to picture the days of the '80's I have tried to get all the old players

possible to reminisce. *The Haverfordian* has, of course, been the great source of definite information, and the writings of Parke Davis of Princeton and the old rules have greatly aided in picturing the development of the game. If errors in the names, etc., have been made, I hope the record may be corrected through *The Haverfordian*.

The first college football match in America was when Rutgers defeated Princeton in 1869, twenty-five playing on a side, goals alone counting, and the game being won by the side first making six goals. Columbia started to play in 1870, Harvard and Yale in 1872 and Pennsylvania in 1876. Each had a game of its own—Harvard's based on the "Association's" rules, the others' on various modifications of the "Rugby Union" rules. In 1876 the first convention on rules made much progress in establishing a uniform standard, but complete agreement was not then reached even on the number of players. Yale insisting on eleven, and the others agreeing on fifteen. Not until 1880 was the number unanimously fixed at eleven.

At Haverford, since the days of the '40's a football had been kicked, for an early copy of *The Gem* tells us vividly of the scrub games that had been played when one or two balls were promiscuously kicked about. But the real game began "after a long delay" in 1878, although at first very crudely. An article in *The Gem* of that year discusses the two codes of rules—the Rugby Union and Association—and concludes "unless some rules are made and followed strictly, we can never expect to attain to any degree of skill and knowledge in the noble game of football." By 1879, however, sufficient progress appears to

have been made to venture on a Freshman match with the University Freshmen, which ended in a draw, 0 to 0; and on December 13 of that year the College team played its first match—against Swarthmore. Our team was captained by a Freshman, R. Somers Rhodes '83, who, besides being the best player in College in his time, also has the distinction of having introduced music into Haverford. His bold playing of a French horn in complete defiance of the rules of that day commanded the wonder and admiration of his fellows, and perhaps inspired their confidence in him as a fearless leader. He was joined in the rush-line by W. Brinton '81, "Dan" '82 and A. P. Corbit '80 (now General Corbit), and F. E. Briggs '83, while Sam Mason '80, W. F. Price '81 and J. W. Tyson, Jr. (then '83) were half-backs, and Ed. Randolph '82, and Bond Thomas '83 were fullbacks. Only ten names appear to be mentioned in the accounts of the game. Haverford won a fine victory by scoring 1 goal, 1 touchdown and making 1 safety, and forcing Swarthmore to make no less than 13 safeties without scoring. At that time a game was won by the "majority of touchdowns," a goal counted as 4 touchdowns, and a safety did not count (although it was considered a blot on a team's escutcheon), and in case of a tie a goal kicked from a touchdown took precedence over 4 touchdowns. Thus early in the game kicking was made the great feature, and it is doubtful (according to the old-timers) whether at any time since, there has been such *general* proficiency in punting and goal-kicking, drops and placement, as in those early years. This game was played on the old football field at Haverford, north of the Observatory towards President Sharpless' house, which continued in use until 1889, when Walton

Field was first opened. The players dressed in their own rooms and visiting teams for many years were distributed around in Barclay Hall. One member of this earliest team tells me that although they early recognized the "chief points in the game to be running with the ball and passing it from one to another to avoid the men of the opposite side," yet kicking was so prevalent that the late John Thayer (that fine sportsman, now so deeply lamented), who had come out to stir Haverford in her game, kept blaming her players for kicking instead of running with the ball. One of the Swarthmore players, now an honored judge, was unfortunate enough to have his collar-bone broken in this game. The Haverford man who was the other factor in the collision, while recently reminiscing, confessed a lurking fear of being still unforgiven, which to this day leads him to be especially careful of his auto's speed while touring in the judge's district.

During 1880 and 1881, no games were played with Swarthmore or any outside teams except an '83 Class match with the University '83, the permission of the authorities not being obtainable.

In 1882 there was also no College game, but Swarthmore '86 defeated Haverford '86 in a Freshman match by 1 goal and 10 touchdowns. Evidently Swarthmore could run better than she could kick.

In 1883 two College matches were played with Swarthmore, the first on March 21 at Swarthmore, won by Haverford, the second on November 17th at Haverford, won by Swarthmore. In the spring match, the score was Haverford 1 goal, 2 safeties; Swarthmore 1 touchdown, 6 safeties. The old rule as to scoring had been modified in 1881 so that a touchdown should take precedence over

a goal otherwise kicked, in case of a tie extra time should be played, and if still a tie the side making four or more safeties less than their opponents should win the game. In 1882 four touchdowns were decreed to take precedence over a goal kicked from the field, and two safeties were made equal to a touchdown for the opponents. This complicated system was the basis of scoring in our 1883 spring game, but it had been found generally unsatisfactory in the 1882 season, the referee often having to decide as to the proportions in which touchdowns, goals and safeties should be valued against one another.

In the interval between 1879 and 1882 there had also taken place a great development in the game itself, when two of the fundamental principles of American Rugby were worked out, viz., (1) the undisputed retention of the ball by one side in the "scrimmage" as distinguished from the English "scrum" where the forwards of both sides still struggle for its possession; and (2) the adoption of the five-yard rule. By the first of these changes, the "snapper back" was protected from attack until he had snapped the ball to his quarterback, which he did in the early days with a backward thrust of his foot while he stood in an almost upright position. This converted the merely accidental play of the English game, where either side may get the ball "out of scrum" to its backs, into one in which definite and prearranged tactics and strategy became possible; and it marks the great dividing line between American and English Rugby. This change was made in 1880, and it resulted immediately in some strange games, chief of which were the Yale-Princeton games of that year and 1881 with 0 to 0 scores. In both these games the side having the ball simply kept it all through

the long 45-minute halves, not choosing to run the risk of losing it by a kick or a pass. The rule of 1880, while providing for the ball's retention, had not provided for its surrender, and unless the ball was kicked or fumbled it might be retained indefinitely. Princeton, being the weaker, was forced to make 11 safeties against Yale's 6 in the first of these games, but as safeties did not then count, the game was a draw. In the second, not more than 30 yards were gained by both sides, and this "block game," as it was called, became a matter of history and marked the second great change—the adoption of the 5-yard rule. This again was a final break from the old English Rugby, adopted as it was in October, 1882, and provided that either 5 yards must be gained or 10 yards (changed in 1887 to 20 yards) must be lost in three downs or the ball must be surrendered to the other side. With this came the marking of the 5-yard lines across the field and its designation of "gridiron."

From this digression of history we must return to the Swarthmore game in the Spring of 1883. "Our team, with many kindred spirits, mounted the College tally-ho and drove over to Swarthmore." Our men were S. B. Shoemaker '83, captain, and three-quarterback; Elias White '85, L. B. Whitney '83, F. B. Stuart '83, G. F. Harding '85, W. F. Reeve '85 and E. F. Doan '85, rushers; B. V. Thomas '83, W. S. Hilles '85, halfbacks; Sam Bettel '85, quarterback; and M. T. Wilson '85 ("Tug Wilson") fullback; with W. T. Hussey '85 and C. W. Bailly '85, subs. They won the game by the score of, Haverford 1 goal and 2 safeties; Swarthmore 1 touchdown and 6 safeties. Our touchdown was made on a rush by Stuart, the goal being kicked by Bettel. The game had evidently

grown somewhat rougher, for while in 1879 only one substitute was taken, in this match three or four injuries are recorded, among them a broken arm of W. L. Elkins, Jr., of Swarthmore. One of the phases of a Swarthmore football education in the '80's which appears to have indelibly impressed our tender youths, nurtured as they had been in "a guarded and religious education," was the volubility with which language unfamiliar to their Quaker ears was indulged in by the opposing players even in close earshot of the fair "co-eds." But that our babes overcame their scruples and even mingled with the naughty world is shown in the conclusion of *The Haverfordian's* account, which tells us that "the invitation to supper extended by Swarthmore to the College members was gladly accepted and much enjoyed, after the hard work of the game."

The autumn of 1883 saw the first numerical valuation placed on the scores of the game, the following scale being adopted: Safety 1 for opponents, touchdown 2, goal from touchdown 4, goal from field 5. Our game was played at Haverford on November 17, and was won by Swarthmore 12 to 9, being one of the closest of the whole series. Haverford's team was: Rushers, Gus Murray '85, T. H. Chase '84, W. T. Hussey '85, Elias White '85, C. W. Baily '85, H. J. Brook '86 and J. P. Tunis '86; quarterback, Sam Bettle '85; halfbacks, W. S. Hilles '85 (captain) and "Tug" Wilson '85; fullback, A. C. Garrett '87. W. F. Reeve '85 had been injured and could not play, so was chosen for referee! He claims that a liberal decision in allowing one of Swarthmore's goals won the game for them, and that he was the target for much criticism from his own team. Swarthmore made a goal from touchdown, a goal from the field and one

safety, and Haverford one touchdown, one goal from touchdown and one safety. The account vividly describes two attempts at field goals by Bettie and Wilson, which were just under and just to the side of the goal, either one of which, if successful, would have won the game. Swarthmore started strongly, but "toward the close, Haverford had everything her own way, but it was too late." Too much cannot be said of Captain Hilles' fine playing, especially his running; Wilson's high and long kicking (kicked with his foot high up) was one of the features, and Bettie played quarterback in a "praiseworthy manner."

In a Freshman game of 1883, Swarthmore '87 defeated Haverford '87, 16 to 0.

A further readjustment in the scoring values was made for the season of 1884, viz:—Safety 2 for opponents, touchdown 4, goal from touchdown 2, goal from field 5. This scale held unchanged until 1897. '84 was famous for Pennsylvania's first victory in a big match—against Harvard, 4 to 0. Our Haverford team defeated Swarthmore and Lehigh, the latter in her first football game, 36-12, played on a new field of sticky clay full of stones and with the side boundaries marked by lines of boards. This was the first game for which the coveted permission to play away from home was obtained. Before that cuts from lectures to play football were never excused. The great backer of the teams then, away or at home, as he still is, was "Hod" Smith '86, ever ready generously to set up a dinner at the hotel for the team, or to supply the needed tally-ho, just as now he has erected our splendid new grandstand.

The Swarthmore game was on November 29 at Swarth-

more: Haverford 10, Swarthmore 6. Prof. Rufus Jones, then a Senior, wrote the account in *The Haverfordian*, starting: "The team and about thirty-five (!) others were on the Swarthmore grounds at three, waiting for the game to be called." Captain Hilles '85 (later Senator Hilles) had played "middleman" that year, but he and heavy Elias White '85 had been disabled in the Lehigh game and could not play, so the team was as follows: Sam Bettle '85, quarterback and captain; M. T. Wilson '85 and A. C. Garrett '87, halfbacks; A. T. Murray '85, fullback; C. W. Baily '85, J. W. Sharp, Jr., '88, W. T. Wright '87, W. T. Hussey '85, H. Bowne '88, John Bacon '87 and W. F. Reeve '85, rushers; with P. H. Morris '87, A. M. Underhill '86, J. H. Adams '87 and R. C. Wright '88, subs. The game was won by two splendid field-goals by Wilson. Smedley made a touchdown for Swarthmore, from which no goal was kicked, but a safety by Haverford brought Swarthmore's score to 6. The game was close and exciting, especially in the first half; but in the second half the ball was almost continually near Swarthmore's goal. Prof. Jones says: "The Haverford team showed good spirit and pluck, and played a strong game. Swarthmore was especially good at blocking. Wilson's kicking for Haverford was admired by both sides and Bettle worked hard and with good effect. Moore and Brown played especially well for Swarthmore. The Swarthmore captain seemed somewhat inclined to practise the Yale game of breaking men up. We were kindly treated as we always are at Swarthmore, and good feeling prevailed." It was in this year's team that the first beginnings of "mass play" were seen at Haverford when heavy Elias White "headed a ram" through the line between Hussey

and the rusher next him, who "accidentally on purpose" got in the way of their opponents. Hussey and White worked this combination for two years, baffling their opponents for big gains without their knowing just how it happened. It was one of the very earliest uses of "interference" in the country, and even at Princeton and Pennsylvania had not been developed. The first signals to show who was to take the ball came into use under Captain "Bill" Hilles, although at that early day they consisted of signs or sentences such as "Play up, Charlie," or "Quick, Tug," etc.

In the autumn of 1884 the first of a series of games between the Sophomore classes of the two colleges was played, resulting in a victory for Haverford '87 against Swarthmore '87 by a score of 25 (?) to 0.

In 1885, the College team was captained by Alfred Garrett '87, and again beat Lehigh and Swarthmore. The latter game was played on the home grounds, the score being Haverford 40, Swarthmore 10. The Haverford forwards were: J. H. Adams '87, T. J. Orbison '88, H. H. Goddard '87, E. C. Lewis '87, W. C. Wood '87, H. Bowne '88 and A. C. Underhill '86; quarterback, J. W. Sharp, Jr., '88; halfbacks, A. C. Garrett '87 and P. H. Morris '87; fullback, W. E. Hacker, '87; subs, J. T. Hilles '88, W. F. Overman '89 and J. W. Rogers '89. This team with their scarlet and black jerseys and dark jersey pants, was the first Haverford team to wear a regular uniform. The game was played on a rainy day, and it was almost expected that Swarthmore would not come over. However, "two well-filled omnibuses appeared before Barclay Hall early in the afternoon, bringing the Swarthmore team and its adherents." One of our

team tells me that when he saw them getting off their coach, the Swarthmore players looked to him like giants, and that he entered the game with much trepidation. However, this soon gave way to confidence when, early in the game, our team had scored 14 points, including a safety made by two or three of our rushers neatly carrying one of those biggest Swarthmore men some distance down the field and over his own goal line. To his amusement he afterwards found that the sight of our own big "Billy" Wood had brought similar fears to the Swarthmore team. Haverford ran the ball well, as the score shows, and tackled "sure and hard." She had three especially fine kickers in Hacker, Garrett and Sharp. It was in this game that Joe Sharp kicked two famous field goals which will long stay in the memory of the few spectators who braved the elements to watch the game. A very pretty goal from the field was also kicked by the "young co-educational half-back (Morris) Clothier," destined later to be even more prominent in Swarthmore athletics as well as a generous supporter of all her interests. "One other play deserves notice: Sharp having held a high punt, ran with the ball from the lower end of the field, through thick and thin, to about the upper 25-yard line, and being stopped there, passed the ball to P. H. Morris, who, by some excellent dodging, carried it the remaining distance and was only thrown within a foot or two of Swarthmore's goal line." This score, 40-10, was the highest to that date, and the second highest in our whole series, made against Swarthmore.

In the Sophomore game of 1885, Haverford '88 defeated Swarthmore '88, 16 to 12. A Freshman game was also

played that year, Swarthmore '89 defeating Haverford '89, 35 to 0.

1886 saw no game between the college teams of Haverford and Swarthmore. A death had resulted in one of Swarthmore's games and her schedule was called off. The Sophomore game, however, was played and won by Swarthmore—Swarthmore '89, 28; Haverford '89, 6. In this year the great game was against the University, the first time they had ever met. We were defeated in a close game, 16 to 4, and Captain Garrett '87 and "Holly" Morris '87 made such an impression on the University's backers that they were promptly invited to take special music or chemistry courses in order to qualify for their Princeton game. Our team developed and used with great effect the first real mass-play ever used at Haverford, and among the earliest anywhere. The signal for this was when Captain Garrett put one hand on his hip, at which the whole team was to run off to that side as closely together as they could bunch, with the runner falling in behind. Although this later became such a common type of play, yet at the time it was so unusual and it so surprised the University that two trials of it almost resulted in a score in the first few minutes. The signal was noticed later and further use of the play was foiled. The forerunner of this *combined* effort was an exhortation by the captain in a *Haverfordian* editorial, that "the team must practise *unitedly*." He says, "This is somewhat of an innovation, but manifestly, in a game in which concerted action is everything, splitting up the team and playing its members against each other should be discontinued. . . . The feature of the playing of the leading teams of this country is the perfect subordination, by which the

captain with a nod or word controls every man and all his men absolutely." This marked the beginning of the "Scrub," that hard-used, battered group of volunteers, necessary for the successful training of any team, but whose glories are within, unknown to the outer world. For the sake of completing the record, although no Swarthmore game was played, the team of that year should here be recorded: Rushers, T. J. Orbison '88, H. H. Goddard, '87 (R. M. Janney '88 in U. of P. game), A. W. Slocum '88, W. F. Overman '89, W. C. Wood '87, G. C. Wood '89, H. Y. Evans '87 (known as "Shang" Evans); W. D. Lewis '88, quarterback; A. C. Garrett '87 and P. H. Morris '87 (F. E. Thompson '89 in Lehigh game), halfbacks; J. T. Hilles '88, fullback.

In 1887 Swarthmore beat Haverford, 32 to 16, at Swarthmore. The following represented Haverford: E. M. Angell '90, l. e., R. C. Banes '89, l. t., W. C. Goodwin '89, l. g., E. M. Cox, '88, c., J. Y. Crawford '91, r. g., G. C. Wood '89, r. t., T. J. Orbison '88, r. e., W. D. Lewis '88, q. b., T. F. Branson '89, l. h. b., F. E. Thompson '89, r. h. b., J. T. Hilles '88, f. b. and captain; sub, P. S. Darlington '90; absent on account of illness, W. F. Overman '89. Haverford had played strong games against the University and Lafayette, and with our long list of victories against our "cousins in faith," in spite of a very light team, expectations ran high. But "over-confidence never wins a victory," and so it was on November 5 that year. Haverford's touchdowns were made by Captain Hilles (2) and by Cox after splendid long runs; while for Swarthmore, Seaman and Ludler played the best. Thompson, Goodwin and Orbison played very well for us, Thompson's tackling being described as truly phenomenal.

But the mainstay of our team was Joe Hilles, the captain. The superior playing of Swarthmore seems to have demoralized our team, who played "Away below their standard." *The Haverfordian* closes its account by saying: "We would say that the game was won on its merits, and congratulate Swarthmore on her wonderful improvement in play over previous years." Very simple signals by numbers were first used this year.

In the Sophomore game, Haverford '90 was defeated by Swarthmore '90, 16 to 18.

The year 1888 marked another great change in American football through the new rule first permitting tackling between the waist and knees. Before that a tackle around the waist was a low tackle, and much of it was around the shoulders or neck. From this a strong and skilful swing or thrust of the arm often made escape possible, and at this "brushing off" of tacklers Hilles '85 had been an adept. But with the advent of the really "low" tackle, there instantly came a tremendous strengthening of the defense, to offset which new offensive tactics were needed. Parke Davis well describes the resulting change:—"Up to this time rush-lines on offense had stretched across the field so widely that the players could touch one another only with outstretched arms. Occasionally the distance would be greater. The backs played far back and as far out as their ends, taking the ball on long side passes. Defensively the rush-line spread so as to cover opponents. The low tackle now introduced a defensive weapon into the game so powerful that the day of individual rushing and easy dodging was gone. To restore the balance between the offense and defense the rush-line was now contracted until the men stood shoulder

to shoulder and the backs were brought up within four yards of the line for the quick plunges into the line that the new game required. And thus passed the beautiful, open style of game, recalled so fondly by the older generation of collegians, and in its place came the mass play, ugly and uncouth in construction, but which, designed to be useful rather than handsome, overcame the low tackle and won its long list of victories."

Padded knees and elbows soon were seen, and knit caps or tam-o'-shanters were often worn. The old-time canvas jacket, which had been used for a decade, lost much of its usefulness when low tackling came in, and in time ceased to be so universally worn. Regular signals, of course, were now needed to keep the offensive players from getting in each others' way, as well as to inform the whole team, not only who was to take the ball, as heretofore, but also where it was to go. Yale soon introduced a wonderful play of sending a player in advance of the runner through the line, "commonplace now," says Mr. Davis, "but revolutionary and irresistible when first disclosed, also notable because it abandoned the last vestige of regard for the old Rugby principle forbidding a player to block opponents while in advance of the ball." This was the first *legalized* "interference," although, as already stated, it had been beginning to develop and had been allowed in a mild way for some time. On defense a great advance was also made by placing a half-back immediately behind each tackle, thus presenting a new invention in the game, the secondary defense.

But we must return to our 1888 game played at Haverford on November 3 under the captaincy of "Tom" Branson '89, one of Haverford's, and afterwards Pennsyl-

vania's, famous players, a splendid Haverfordian and originator of the Alumni coaching system, to which he long has given his time, season after season. Our team was: J. D. Whitney '91, l. e., W. C. Goodwin '89, l. t., J. S. Auchincloss '90, l. g., H. Morris '89, c., W. F. Overman '89, r. g. (R. E. Strawbridge, then '91), G. C. Wood '89, r. t., G. T. Butler '90, r. e., H. P. Baily '90, q. b., F. E. Thompson '89, l. h. b., G. H. Davies '90, r. h. b., T. F. Branson '89, f. b. and captain. The Swarthmore supporters "were present in full force, about one hundred men and a goodly number of ladies accompanied them." This was one of the great games of the whole series. It was won by Haverford, 6 to 0. So closely contested was it that at one critical time in the first half Swarthmore was held for three straight downs on Haverford's 3-yard line, when a touchdown seemed certain. Then Goodwin carried the ball in four successive, irresistible rushes back to the center of the field, neither side having scored in the first half. Swarthmore opened the second half with the first of her famous "V" tricks (invented by Princeton), but with less success than in later years. Thompson, Davies and Whitney then carried the ball to Swarthmore's 5-yard line, when Goodwin, shouting "Thee give me that ball," again came to the rescue (torn trousers and all!) and powerfully forced his way over the line for the winning touchdown amidst tremendous excitement. Whitney's work in thus advancing the ball had been in two remarkable end runs aided by the fine interference (now first developed) of Baily and Butler. Swarthmore's team was captained by Morris Clothier, who played a splendid game, as did also Harvey, Sweet and Diebert. Swarthmore was much strengthened by "Doc" Schell, their profes-

sional coach, who played in the line. *The Haverfordian* says:—"This was one of the most gentlemanly and interesting contests ever witnessed by Haverford men. . . . We hope that our visitors carried away as good an impression of Haverford as they left of Swarthmore."

There was no Sophomore game in the fall of 1888.

In 1889 the annual game was played at Swarthmore on October 26, and again Haverford was the victor in a very close game by the score of 10 to 4, and again winning out in the second half. "A large crowd" is mentioned as attending the game, notwithstanding it rained most of the time. A grandstand had been erected for the first time. Harry Baily '90 was the Haverford captain, and our team was as follows:—J. D. Whitney '91, l. e., C. H. Thurber P. G., l. t., J. S. Auchincloss '90, l. g., E. J. Haley '90, c., W. A. Estes '90, r. g., J. P. Oberteuffer '93, r. t., R. E. Strawbridge '91, r. e., H. P. Baily '90, q. b. and captain, P. S. Darlington '90, l. h. b., G. H. Davies '90, r. h. b., F. E. Thompson, P. G. (Haverford Fellow), f. b. Swarthmore made her only score in the first half, a touchdown made possible by a fine run by Morris Clothier to our 10-yard line and short rushes by Sweet and "Doc" Schell, who was playing again that year. Haverford's play in the second half was a great exhibition of pluck, skill and endurance. After runs by Davies and Thompson, Darlington made one of Haverford's great historic runs. Assisted by Haley, he made his way through the opposing rush-line, dodged all the backs, and after a brilliant run of over 40 yards, scored a touchdown amidst intense enthusiasm. Baily kicked the goal and the game was won. Later Estes broke through and blocked a kick, and Whitney, who was close behind him, gathered up the

ball while on the run, and scored the second touchdown. Darlington was the hero of the hour, but Captain Baily, Davies, Thompson, in fact the whole team, had played splendid football. For Swarthmore, "Doc" Schell played by far the strongest game, the others who did especially well being Sweet (a great player), Clothier and Ketchum. Senator Sproul of Delaware County was a member of this Swarthmore team.

In the Sophomore match, Haverford '92 was defeated by Swarthmore '92, 0 to 4.

We have now sketched these struggles down through the '80's, a happy period in our memories; but the narrative which follows, takes us through five years of defeat, to the glories of '95.

With the coming of the '90's there began a sequence of five defeats of Haverford by Swarthmore. It was a period when Swarthmore developed George Brooke, the Bonds, Green, Cocks, the Lippincotts, Murray, Firth, Palmer, Sims, Hodge and others of her stars, George Brooke of course being then, and later at Pennsylvania, one of the greatest of all football players.

Only two of Haverford's winning team of 1889 were left in College the next year; the Senior class was the smallest in our history; and football started at a low ebb. Not a game was won, and our light team sustained injuries which forced a change of captain in mid-season and a fresh start with almost a completely reorganized team. E. J. Haley '90, then P. G., who with Estes '93, had played the previous year, was selected to captain the reorganized team, and on him was placed the responsibility of the selection of the team. Prior to that time the "Ground Committee" had picked the teams. C. G. Hoag '93, coming from a

leading Boston school, had brought down some New England "wrinkles" to Haverford, and introduced a new system of signals. Haverford had no coach, although by this time a flood of coaches from the few big teams had spread far and wide over the country and were revealing the long-guarded secrets of expert play, and scientific football was developing as never before. The year 1890 was noted especially for the most perfect system of interference for end running the game ever knew, led as it often was by heavy linemen such as Heffelfinger of Yale. But Haverford had no such expert knowledge or coaching until 1892, and was outplayed and outwitted by her old rival, which, under "Doc" Schell's instruction, was developing some of her strongest teams.

The 1890 game was played at Haverford on November 22, the first of the Swarthmore games to be played on "Walton Field," and was won by Swarthmore, 30 to 14. Our team was: W. W. Handy, '91, l. e., W. H. Detwiler '92, l. t., H. A. Beale, Jr., '94, l. g., E. J. Haley, P. G., c. and captain, D. P. Hibberd, P. G. (A. Wood, '94) r. g., N. B. Warden '94 (J. H. Wood '93), r. t., W. N. L. West '92, r. e., C. G. Hoag '93, q. b., H. W. Warden '94 (J. S. Morris '91), h. b., W. A. Estes '93, h. b., E. Woolman '93, f. b. The game was really much closer than the score indicates, for no fewer than four of Swarthmore's touchdowns came together, the first from a fumble, and the other three were directly due to Swarthmore's strategic application of a rule existing at that time by which, if a try at goal after touchdown failed, the ball was not dead (as now) if it did not go as far as the line, while if it did cross the line but was no goal, play was started at the 25-yard line with the ball in possession of the same side.

The first of these four touchdowns had been made after a 90-yard run by Green, who had picked up the ball close to Swarthmore's goal-line on a fatal fumble by Haverford. The touchdown was far out on one side, and the try at goal did not reach the line on account of a strong wind blowing from the goal, so that the ball fell on the ground a few yards from our line and was recovered by Swarthmore because of our end's ignorance of the rule and failure to try to get it. It was then rushed over for a second touchdown. The try at goal again failed and play started at the 25-yard line, Swarthmore still having the ball. Haverford was demoralized for a few minutes and another touchdown resulted, followed by another missed goal and a repetition of the start from the 25-yard line and another touchdown, from which the goal was this time kicked—a total of 18 points all scored in a few minutes, our men being outwitted and rattled rather than outplayed. Swarthmore could not score any more that half, but Haverford made 10, Hoag making a 60-yard run on a fake kick for the first touchdown, from which he kicked the goal, and Estes and N. Warden, aided by Woolman's interfering, making the second. In the second half, after an even struggle and many interchanges of kicks between Hoag and Bond, good runs by Bond and Green brought the score to 24 to 10. Then Hoag made two 25-yard runs on the quarterback delayed-pass trick, and made a touchdown, the goal being missed. Score 24 to 14. Haverford was playing strongly after that, but another fumble gave the ball to Lippincott of Swarthmore, who ran for the last touchdown, making the final score 30 to 14.

In the Sophomore match Haverford '93 was defeated

by Swarthmore '93, 0 to 36, George Brooke then first revealing his wonderful kicking and running abilities.

In 1891 the game with Swarthmore was played at the old U. of Pa. grounds at 37th and Spruce Sts. on November 21st, at 11 A.M. An ambitious management had aspired to be of more importance with the game played in town. But alas for Haverford, it was the worst showing of the whole series and we were defeated 62 to 0. This was not wholly due to poor playing, for no Haverford team was ever more seriously crippled with injuries than was the team of that year, most of our leading players being out of condition. Swarthmore, on the other hand, had a magnificent team, with George Brooke as its chief star, and outplayed us at every point. The Haverford team that played that day was: N. B. Warden '94, l. e., W. H. Detwiler '92, l. t. and captain, G. K. Wright '93, l. g., J. T. Male '95, c., C. L. Carter '95, r. g., C. H. Johnson '95, r. t., G. Lancaster '94, r. e., G. J. Palen, Jr. '92 (C. G. Hoag '93), q. b., G. Wood '95, l. h. b., W. A. Estes '93 (C. G. Hoag '93, J. S. Morris, P. G.), r. h. b., E. Woolman '93 (E. B. Hay '95), f. b. The team had been greatly shifted around the whole season, and the backfield for this game was in sad physical condition. Then, too, the catching of Brooke's great punts was fatally weak, and of course we were completely outkicked. Haverford stemmed the tide for twenty minutes, but after that two goals from the field by Brooke, and three touchdowns and goals were made in the first half, while in the second six more touchdowns and five goals were added. Brooke, Cocks and Bond made many fine runs. Our rush-line could not hold their opponents long enough for our backs to start, and only by an occasional short run or by the

"V" could Haverford gain at all. The features of the game were the kicking of Brooke and the long runs by Cocks. For Haverford, Warden, Woolman, Estes and Palen did the best individual work.

In the Sophomore game of 1891, Haverford '94 was defeated by Swarthmore '94, 0 to 40.

In 1892 the game was played at Swarthmore on November 21. It was a hard struggle, Swarthmore winning 22 to 6, as she deserved to do. All of her points were scored in the first half, however, "before the Haverford team had collected their thoughts;" in the second half, Haverford not only held Swarthmore, but made one touchdown and goal. George Brooke, then a Senior, was captain of Swarthmore and was again at his best. Naturally, with such a punter as he, there was a great deal of kicking in the game, and in the exchange of kicks Swarthmore generally gained 20 yards. Our team, except for Woolman, who could not play, was the best we had in College, and much hard training had been done during the season. Some interested Alumni had secured the services of the first real coach Haverford ever had—Haskell of Yale. The previous year Bickford, a member of the Faculty who had played on the Wesleyan team, had tried to help, but Haskell was the first coach really to teach the game. He worked very hard and faithfully, yea *noisily*, for the quiet shades of the campus echoed and re-echoed with his exhortations all the season, and in such language that (rumor has it) the President's office windows had to be kept closed during football hours! It was the first meeting of a typical Yale "bulldog" with the Quaker youth, a type quite new to him, and all who played that year will recall Haskell's determination to rouse, especially in the

breast of one strong but mild Westonian, new at the game, some spirit of evil, revenge, or whatever could be roused, so as to force him to "tear 'em up." Day after day Haskell faced him in the line, teasing him and battering him; day after day Anson was non-resistant, returning good for evil, and only in moments of greatest trial saying, "Haskell, *thee dunce!*" But at last the strain was too great, and bristling with righteous indignation, he rose to his full height, and shaking his fist in his tormentor's face, said, "*Damn thee*, Haskell, if thee does that again, I'll *hit* thee." But whatever the ethics of this Yale method, Anson was coached into a good, even if not a vicious, lineman, and made the team. In the last few days of the season Woodruff of Pennsylvania came out a few times and taught our backs the low-bunched-hold-together plays characteristic of that time.

But we must return to the game. Swarthmore's first score came in two rapid rushes by Brooke and Palmer, and before our fellows realized they were playing, a touchdown had been scored against them and a goal kicked. Constant gains in exchanges of kicks, good center bucking, some long runs by Brooke, Hodge and Palmer, and a fatal fumble by Haverford, enabled Swarthmore to make three more touchdowns. Once Haverford held Swarthmore for downs on our 3-yard line, but all this half our men were outplayed. The second half was very even, Haverford playing with much more spirit. The rushes of Hoag, Estes and Wright counterbalanced the kicking of Brooke and the running of Palmer. The finish was most exciting, for with only two minutes of play remaining, the ball was ours on Swarthmore's 25-yard line, when Hoag by pretty dodging, went through the Swarthmore team

and scored a touchdown and kicked the goal. The feeling in this game was tense, especially over the Swarthmore captain's frequent disputing of the official's decisions—an action Haverfordians, trained as they are in the sporting ethics of cricket, particularly resent. Haverford's team was as follows: N. B. Warden '94, l. e. and captain, A. B. Harvey '94, l. t., W. K. Alsop '96, l. g., J. T. Male '95, c., G. K. Wright '93, r. g., L. H. Wood '96, r. t., W. J. Strawbridge '94, r. e., C. J. Rhoads '93, q. b., W. A. Estes '93, l. h. b., J. A. Lester '96 (E. Blanchard '95), r. h. b., C. G. Hoag '93, f. b. E. Woolman '93, one of Haverford's best players, could not play on account of injuries.

In the Sophomore game of 1892, Haverford '95 defeated Swarthmore '95, 14 to 4. This was the last class game played between the two colleges.

The season of 1893 was another very disastrous one for Haverford. Hamlin, another Yale man, had been employed as coach, but the winning stride of Swarthmore was in full swing and we were defeated 50 to 0. The game was played at Haverford on November 25. Our team was as follows: W. J. Strawbridge '94, l. e. and captain, A. P. Morris '95, l. t., W. W. Hastings, P. G., l. g., M. Z. Kirk, P. G., c., L. H. Wood, '96, r. g., S. W. Morris '94, r. t., E. Field '97, r. e., J. S. Evans, Jr. '95, q. b., A. C. Thomas '95, l. h. b., E. Blanchard, '95 (C. A. Towle '97), r. h. b., W. C. Webster '95 (E. Blanchard '95), f. b. W. K. Alsop '96, J. A. Lester '96, F. H. Conklin '95 and G. Lippincott '95 had been injured and could not play, and E. B. Hay '95 was not allowed by his family to play. Swarthmore was decidedly heavier than Haverford and played with admirable team work. Their interference around the

ends was almost invulnerable, and time after time Sims, Palmer, Firth or "Young" Brooke went around the ends for long gains. Only once in the game, about the middle of the second half, did Haverford have a chance to score. She had forced the play to the Swarthmore 15-yard line, only there to lose the ball on downs. Swarthmore made four touchdowns and three goals in the first half, 22 points and five touchdowns and 4 goals in the second half. Webster's splendid backfield tackling saved several more scores. The great brunt of the defense came on the backs, so much so that in an especially hard tackle, Webster was knocked unconscious and was carried off the field; while Blanchard, who played a most plucky game, received a broken nose, but refused to retire. All of our men played a desperate uphill game, and kept Swarthmore working for every point, but the latter's greater knowledge of the game and perfect mass interference were too much for them.

During 1892 and 1893 football science developed to a great extent. The famous "Flying Wedge," the invention of Deland of Harvard, was sprung against Yale in 1892, and various elaborate developments of the "flying" principle were worked out the following years. Woodruff, who coached Pennsylvania, especially used it in his noted "guards back" formations, which brought heavy linemen to the backfield and sent them in a crashing tandem against various selected points in the line, fully under way with a flying start before the ball was snapped, and this latter was timed to come just as this human battering-ram smashed the opposing line—an almost irresistible attack. Yale developed also in 1893 her "turtleback," a play executed by forming the eleven men in the shape of

a solid oval against a selected point in the rush-line, usually the tackle, and at the snap of the ball into the interior of the oval, rolling the mass out around the end, thus unwinding the runner into a clear field. One modification of this literally lifted the runner on top of the mass and hurled him over the opposing rush-line. So furious were these momentum mass plays, that at times all of a team except the center and guards would rush fifteen yards in wedge-shape formation before the ball was snapped just as this "V" struck the line. Other new arrangements using the same principle, were to have ends and backs in tandems behind the tackles. This really was the beginning of the tandem tackle play, which, with or without the flying principle, has been a leading feature in offensive tactics in one way or another ever since. All these terrible momentum mass plays resulted in so many broken bones and other injuries as shortly to raise a universal outcry against the game itself and to force the elimination not only of all plays of this class, but eventually even of any direct helping of the runner.

Haverford had not known any of these flying or mass plays in 1893, but like other small colleges, soon copied what she could in the play of the big ones. Thus in 1894 she tried some simple mass plays, but not with the expected success, for they were dependent on weight such as our teams never possessed. It was the day of the big man in the game, and as Swarthmore generally fared better than Haverford in this respect, she became much more proficient in such plays, and especially in the use of a very clever and deceptive "split" or "trick V," which was a kind of "turtleback" which hid the ball wonderfully and worked many a surprise against us.

It was this well-executed "trick V," the defense against which Haverford did not then solve, that enabled Swarthmore to defeat Haverford in the game of 1894. This game was played at Swarthmore on November 24, and the score was 32 to 0, a great disappointment to us all. Haverford was ably captained by Walter Webster '95, and had been coached by "Pop" Bliss of Yale. She lost the match, not through general ignorance of the game or inability to develop team play, but through her inability to solve the workings of this Swarthmore "V" and the consequent lack of physical endurance of a team in bad condition to withstand its repeated attacks. 1894 and 1899 are the most marked years when Haverford's poor physical condition lost her the games through sheer lack of endurance. In this game of 1894, the score at the end of the first half was only 4 to 0 against us, while Haverford had threatened Swarthmore's goal-line no less than four times, only to lose the ball—twice on fumbles, once on downs, and lastly by the call of time at Swarthmore's 10-yard line. But in the second half Swarthmore baffled and wore out our team with her admirable use of this "trick V," which resulted in steady gains against a defense which became weaker and weaker. Five touchdowns were scored thus by Swarthmore in this sad second half. Haverford's team was: G. Lippincott '95, l. e., W. K. Alsop '96, l. t., W. W. Hastings, P. G., l. g., L. H. Wood '96, c., W. Goodman '95, r. g., J. A. Lester '96, r. t., F. H. Conklin '95, r. e., C. A. Varney '98, q. b., A. C. Thomas '95, l. h. b., E. Blanchard '95, r. h. b., W. C. Webster '95, f. b. and captain. E. B. Hay '95, had a sprained ankle and could not play, although family objections had been overcome; but the latter reason

prevented some others from playing on the team and the College from putting out its best side. For Haverford, the best work was done by Alsop, whose tackling was brilliant, while on offense, Webster, Blanchard, Thomas and Alsop all did well, especially in the first half. For Swarthmore, Palmer, Brooke, Sims and Hodge played finely.

During 1894, the outcry against football continued to increase. The halves had been reduced to thirty-five minutes for the 1894 season, *flying* "V's" had been prohibited, and the old-fashioned kick-off re-established, but this had not satisfied the public, which insisted on much more drastic changes in the dangerous mass plays. Princeton and Yale responded to public opinion by ruling them out, while Harvard, Pennsylvania and Cornell continued to retain them. The result was two sets of rules in 1895 and great confusion. However, this did not affect the Haverford-Swarthmore game of that year, for Haverford had never used the flying principle to any great extent, and the successful Swarthmore "V" which had worked so well against Haverford in 1894, was a revolving "turtleback," not dependent on the flying principle of starting before the ball was snapped, so that their style of play was not legislated out of existence, and therefore the general character of the 1895 game was much the same as the year before. But a great change had quietly happened at Haverford, which completely surprised Swarthmore, as well as almost all of Haverford's supporters. For this was the year of the turn of the tide from five years of defeats to four years of victories, and with it came excitement and enthusiasm greater than at any other time of Haverford history. The Haverford team, captained by

"Holly" Wood '96, one of the most popular of all Haverfordians as well as a type of her best product, developed an unexpected strength, especially at the close of the season. Not only was it the best team in the College—the first time that this had happened for some years—but it was in perfect physical condition and unrestrainedly keen. Not a man on the team had a scratch or a sprain and it went through the game with no semblance of an injury. Parental objections, which for some years had kept a number of players out of our teams, were also removed in every case for this game. So far as this applied to two brothers, it was only gained after the strongest assurances that the game would be "cleanly played by both sides as befitted gentlemen and good sportsmen," and on condition that every man in College would sign an agreement that he would not bet on the game. And this was literally carried out, for no cleaner or fairer game of football ever was played than this, and not the slightest incident of an unpleasant character or of roughness occurred on either side to mar the best of feeling between the teams and the colleges. It was the kind of game—and there have been a good many others in this series—that for *good feeling* between *friendly rivals* we would like to see made a type for the games to come.

The Haverford team of 1895 was coached entirely by Haverford Alumni, aided by Dr. Babbitt, this being the first of several years of this system. It was most successful and it may here be noted in passing that Haverford has never defeated Swarthmore in a year when a professional coach has trained the team except once, and then it was George Woodruff who came out only once a week in an advisory capacity. Dr. Branson '89, was the one to start

this system and to make it possible, and too great thanks cannot be given to him not only for the great amount of his own time that he gave in 1895 to 1898, as well as in later years, but also for his stimulating example in inspiring similar service on the part of others. In 1895 he was aided especially by Joe Johnson '88, whose unvarying exhortations, "You're better than you ever were before, but you're still ROTTEN," can never be forgotten by those of us who were roused by them. The game in 1895 was played at Haverford on November 23, before a crowd of "fully a thousand people." It was won by Haverford, 24 to 0. Haverford's team was: A. G. Scattergood '98, l. e., E. B. Conklin '99, l. t., K. M. Hay '99, l. g., F. A. Swan '98, c., J. A. Lester '96, r. g., L. H. Wood '96, r. t. and captain, J. E. Butler, then '99, r. e., C. A. Varney '98, q. b., J. H. Scattergood '96, l. h. b., A. Haines '99, r. h. b., W. K. Alsop '96, f. b. Arthur Knipe, ex-'93, and one of Pennsylvania's stars, had come out on two Saturday mornings and shown the team a few variations of tackleback tandem plays which proved to be exceedingly well suited to our team and were good ground-gainers against Swarthmore, especially in the early part of the game. By their help Haverford started off with a rush, and when we found that gains could be made even against Swarthmore, which had been beating us for five long years, we felt a confidence that put us in the lead from the beginning. Haverford had a very well balanced team in offense and defense, and never had a better kicker than "Kite" Alsop or a better pair of ends than Alf Scattergood and Butler. Alsop's punts were high and long and "twisty," and never a yard were they run back after being caught, for those ends were always "there." Swan at center passed the

ball directly to Alsop for kicks instead of having the quarterback make the old underhand pass to the fullback as prevailed before that time. It was the first time this was ever done at Haverford, and among the first anywhere. On the very first kick Alsop made—a great high twister for 50 yards—so hard was “Little Scat’s” tackle of the Swarthmore back that he dropped the ball and it rolled over the goal-line, where the fleet-footed Lester fell on it and scored the first touchdown within the first five minutes. Lester kicked the goal, as he did all the others of the game. If he *ever* missed one no one remembers it! For some time the game appeared almost even, but the several variations of the new tandem kept gaining ground, Wood, Haines and H. Scattergood carrying the ball on straight or cross bucks into the line, always catapulted by the powerful Alsop behind. Now and again our backs got away for good end runs. Twice the ball was advanced to the 5-yard line only to be lost on offside play at the critical moment. Finally A. Scattergood got the ball on a fumble and Alsop with a terrific plunge carried it 15 yards and over the line for the second touchdown. Haverford now was in the spirit of winning, and when Varney returned the kickoff for 40 yards, Hay’s heavy tackle caused the Swarthmore back to drop the ball, and A. Scattergood, who was on hand to help, scooped it up (instead of falling on it) and with three men interfering but not needed, made a run of 50 yards for the third touchdown. Score 18 to 0. The second half was an anxious one. Haverford’s defense was tested much more than in the first half, Swarthmore showing the effects of “Doc” Schell’s vigorous coaching. Both sides remembered the ebbing away of Haverford’s endurance in the games the year before, and Swarthmore

started out to use again the same old effective "trick V." We had been expecting it, however, and had been preparing for it all season. "Grab all the legs you can" was the order for the line, while the secondary defense was ready for the runner if he got free. One can see Butler now—braced at an angle of thirty degrees, forcing the whole Swarthmore "turtleback" to revolve past him, for it could not make him *bend*! But, in spite of our splendid defense, the "V" at times gained ground, and once a Swarthmore runner, emerging from the mass no one knows how, had a clear field but was overtaken after 30 yards by one of our backs who at that time was not so handicapped with avoirdupois as at present. On defense, too, Swarthmore was struggling with all her might and our tandems could not make the ground they did at first. Then Varney, who had run the signals with excellent judgment, varied the play and some good end-runs resulted, H. Scattergood making one of 40 yards and towards the close of the game another one for 65 yards for a touchdown. This was the only score in the second half, and as the Haverford crowd realized that the game was surely won intense enthusiasm prevailed, and even old grads hugged each other and rushed madly about. The game closed thus with the score 24 to 0, the laurels once more with Haverford. The whole team had played splendidly; *The Haverfordian* accounts says, "On the Haverford team, the backs, together with Conklin, Lester and Captain Wood, perhaps played the best, the tackles of Butler and Hay were superb, and A. Scattergood thoroughly understood his position at end, while Swan at center played a fine game. The team to a man seemed to be in superb condition and played with the utmost dash and

keenness." For Swarthmore, Captain Hodge and Verlenden played especially well. Although others of these Swarthmore games have had closer scores, none exceeded this one for excitement and unexpected pleasure and satisfaction, and so, after a tremendous celebration of bonfire and speeches, it has passed down among Haverfordians as one of the historic games of the series. Dr. Branson has often said, as have others, that the team of 1895 was the best team individually that Haverford ever had, but perhaps this is too strong a statement to make.

The season of 1896 saw several further changes in the rules, aimed to satisfy the continued public criticism of the dangerous plays. The flying principle was met by a new rule, that no offensive player might take more than one step *towards* the opponent's goal-line before the ball was put in play. Mass plays were modified by prohibiting more than six men from grouping behind the line, and two of these had to be at least five yards back or outside the end on the line. Under these rules there developed Princeton's famous "revolving tandem," as it was called, which enabled her to beat Yale that year. It was worked by swinging across one tackle from position before the snap of the ball against the other side of the line, thereby forming a tandem wedge with the halfbacks, which proved very successful. Another play which was revived and much used that year was the long-forgotten place kick instead of the historic drop kick for field-goals. At this our own John Lester was as good as anyone in the country, and it was extremely dangerous for any side to let Haverford have a free kick anywhere within 50 yards of the goal when Lester was on our team. In every kick-off of 1896 that he made, he sent the ball from the middle of the

field not only over the goal-line, but over the heads of the opposing players standing on the goal-line. The accuracy of the toe of his great boot in football was surpassed only by that of his wonderful hand in cricket.

The game of 1896 was played at Swarthmore on November 18, and is famous in our records as being the highest score Haverford ever made against Swarthmore, 42 to 6. It was the second of the series of four victories. Swarthmore had strong hopes of winning, but Haverford had a very fine team and was far superior in every feature of the game. The team had been coached by Dr. Branson '89, assisted by Dr. Babbitt, and was in fine physical condition. It was as follows: A. G. Scattergood '98, l. e., F. H. Detwiler '97, l. t., F. W. Else, P. G., l. g., F. A. Swan '98, c., J. A. Lester, P. G., r. g., F. Stadelman '98, r. t., J. E. Butler, then '99, r. e., C. A. Varney '98, q. b. and captain, E. B. Conklin '99 (W. V. Holloway '98), l. h. b., A. Haines '99, r. h. b., R. C. McCrea '97, f. b. Conklin did the punting and we had the same famous pair of ends as the year before. Lester was in wonderful form on kick-offs, place kicks and goals, and as a guard he developed in his last two years of play into a marvelously quick lineman. Many a time his hand, darting like a serpent's tongue, deflected the pass from the opposing center to quarterback and caused a mysterious fumble for which the unfortunate quarter was usually blamed. Both teams first used a new play—the quarterback kick invented by Pennsylvania, and for Haverford it resulted in one touchdown. Haverford scored first on a criss-cross trick, Haines making a splendid run down the side line for a touchdown. The second touchdown was made after good runs by Haines. Conklin and McCrea had brought

the ball to Swarthmore's 30-yard line, when Swarthmore fumbled our quarterback kick and Lester, picking up the ball, carried it over the line. The first half closed with the score 12-0 in our favor. In the second half Haverford's superiority soon began to tell and five more touchdowns were scored and a sixth just missed by a fumble as the ball was crossing the line. All the seven goals were kicked by Lester. Much use was again made of the tandem plays learned the year before. Our whole back-field also made many large gains, Conklin making one especially fine run for 40 yards, Varney another for 35 yards and McCrea another for 35 yards. Haines was a continual ground-gainer and scored four of the seven touchdowns, McCrea making two and Lester one. The last touchdown was made by Haines on a magnificent run of 70 yards, the longest of the day. It was in these famous end runs that "Art" Haines excelled, it being a pleasure to see the way tackler after tackler was foiled by his skilful use of the straight arm. Captain Varney ran the team beautifully, and all Haverfordians felt extremely happy over the showing of the day.

Only slight changes in the rules were made for several years after 1896, in fact until the revolution in the game in 1906 which was brought about by the introduction of the forward pass and the changes to ten yards instead of five in the three downs. Even college politics and the intermittent bickering over eligibility rules that had been going on pretty nearly everywhere since 1890 largely subsided, and attention was mostly directed to the perfection of existing plays rather than to inventing new ones. Fortunately for Haverford and her peace of mind she was never worried over eligibility rules or the need of them in

her contests, nor did she enter into the discussion of them with others. Although realizing that conditions in universities and large colleges were quite different, and that a code of strict rules no doubt is necessary to cover their cases—such as a one-year residence rule for Freshmen as well as those coming from other colleges—she has never had for herself anything but the one sound rule of allowing every student in college the same rights and privileges of eligibility as every other, provided only he comes up to the standard in studies set by the Faculty for those playing on any of the college teams. Such a thing as a “ringer” or a man brought to or kept at Haverford for the sake of his athletic ability is not only unknown and unthought of, but such a man would be driven out of College by the spirit of the fellows themselves. Fortunately our position in the educational world and our ability to attract the kind of students we want have never had to depend on athletic victories. We have never considered athletic contests as anything but incidents in the College life, and far less the winning of them as an excuse for lowering of ideals or practices built up through three-quarters of a century in the atmosphere of cricket. “Athletic scholarships” have never been dreamed of, and every student is, *because* of the character of the College and, let me add, of President Sharpless, a bona fide one, eligible in every way for any of the activities of the College. And to none should this apply more than to our very welcome new Seniors (formerly Postgraduates) who come each year from other American Friends’ colleges on scholarships which they have won on merit only. A small college is in quite a different position from a large one in its ability to know everything about every student, and

there is no reason unless its management wishes it for any bona fide students to be allowed to stay. If, therefore, a small college lives in the *spirit* of honor and of clean sport, there is no reason for it to bind itself to the *letter* of artificial eligibility rules made to cover others' cases, and just because others may need them. The one needed test is the word of the President as to the bona fide character of any student. And so at Haverford we have fortunately not only been free from any of these eligibility troubles within our own ranks, but we have never inclined to tell others what rules they must have in order to play with us. If we do not like or trust others' methods, we simply drop them from our schedule and go on with our "sport for sports' sake." Not that we *criticize* any opponents for playing any game in any way they like, even with a group of "induced" players or "athletic scholarship" holders if that seems to them worth while; nor do we even care to discuss any rules with them; but we simply let them go their way, and we go ours. So may our policy continue, putting all sports where they belong, always keeping to the highest standards of honor, and playing all games in the simple spirit of

"Always do your best,
Never mind the rest,
The game's the thing."

But we must return to our history. The game of 1897 with Swarthmore was played at Haverford on November 13th, and was won by Haverford, 8 to 6. It was a very close and intensely exciting game, attended by some 1,400 people. Arthur Haines '99, was Haverford's captain and the team was a very strong one, but it did not do justice to its ability in this game on account of poor physical

condition and over-confidence. A mistake had been made in sending the team on a long gruelling cross-country run the day before which took all the snap out of the men, so that in the second half they did not seem like the same team that had played so well all season. We had had an especially successful season, and for once all Haverford felt very confident about the Swarthmore game. Dr. Branson had again been the chief coach, assisted by Dr Babbitt. Swarthmore also had a good team led by her star of those days, Captain Farquhar. She played a splendid up-hill game, stronger toward the close as Haverford grew weaker. Our team was: J. E. Butler, then '99, l. e., F. Stadelman '98, l. t., E. D. Freeman '00 (A. C. Maule '99), l. g., F. A. Swan '98, c., J. G. Embree '98, r. g., A. G. Scattergood '98 (R. N. Wilson '98), r. t., H. M. Hallett '00 (A. G. Scattergood '98), r. e., H. H. Lowry '99, q. b., F. S. Chase '01, l. h. b., A. Haines '99, r. h. b., and captain, S. W. Mifflin '00, f. b. Haverford did all her scoring the first half, making two touchdowns, both goals being missed. The first was made on an end run by Chase, following a beautiful end run of 30 yards by Haines. The second was scored by Haines on a series of brilliant dashes through the opposite tackle. Haverford also used the run by the ends around the opposite ends. Swarthmore from this point came up very strongly, and had the ball on Haverford's 20-yard line when the half closed. In the second half Swarthmore used Princeton's revolving tandem play directed against the tackles, carrying the ball to our 5-yard line. There she fumbled, but recovered the ball. Haverford held well for three downs, but on the third play Farquhar was pushed over the line for a touchdown, and he also kicked the goal.

From then on Haverford failed to gain, while Swarthmore pressed us hard, but twice lost the ball by fumbling. There was also considerable kicking, Haines doing it for our team. Haverford had just lost the ball on downs at her 25-yard line when the referee called the game on account of darkness, with ten minutes still to play. The light had been fading rapidly for some time, and it was then impossible for players or officials to distinguish clearly between the opposing elevens. Although Haverford had won the game, she was lucky in not losing it. If it had not been for Captain Haines' superb all-round playing, Haverford would certainly have been defeated.

The season of 1898 brought the fourth successive defeat of Swarthmore by Haverford, but this proved to be our last victory over our old rivals. Between then and the close of the series in 1904, there was one tie, but in the other five games we were defeated, two of them being very close contests. Only four of the previous year's team were left in College in 1898, and practically a new start had to be made. Dr. Branson's inability longer to continue as head coach forced a change of system back to a professional. George W. Woodruff, one of Pennsylvanis's stars and head coaches as well as the inventor of the famous "guards back" plays, was secured. But as he could only give one day a week most of the real burden fell on Captain Howard Lowry '99, and a great amount of conscientious work was done by him and the whole squad, especially after a mid-season slump. But by the day of the Swarthmore game, November 19, the team that went over to Swarthmore was in splendid condition and form, and played one of the best games ever put up by Haverford. Swarthmore had more veterans on her

team, and was almost as good, but the slight balance in favor of Haverford developed throughout the game, and was well represented by the final score of 12 to 0. Much of the contest was so even and the defense of both teams so strong that no great consecutive gains could be made by either side. Haverford's two touchdowns were due to good generalship in the use of two perfectly executed trick-plays at the psychological moments of the game. The inability to make gains caused an unusual amount of kicking; and although Farquhar, who was again captaining Swarthmore, could slightly outkick Fox, yet the latter was wonderfully regular, and our ends, Sharpless and Drinker, distinguished themselves in getting down the field and tackling the Swarthmore backs before they could get started. On the other hand the backfield work of Captain Lowry and Fox in catching Farquhar's punts and running them back was faultless—probably the best ever seen on a Haverford team—and many yards were made up in this way. On offense Haverford made most of her gains on line-bucking plays made by the "steady concerted push and pull" of the whole team. This same "every man in every play" also kept Swarthmore from ever looking dangerous except once, when at the opening of the second half she carried the ball from the kick-off to our 50-yard line. Not being able to gain much through our steadfast line, she tried numerous end rushes and delayed passes only to find that our ends, too, were very well looked after. Haverford's first score came just before the first half closed. Play had been mostly in Swarthmore territory, Fox had kicked, and the ball was Swarthmore's at her 15-yard line when it was given to Haverford for foul interference. Before the game Cap-

tain Lowry had arranged with his team that the first time they had the ball inside Swarthmore's 25-yard line, no signals were to be given, but two successive plays were to be put through as quickly as possible, namely, a buck by Mifflin through the right of the line followed by a fake buck by him through the left side, but he was to "double pass" the ball back to Lowry for a quarterback run around right end. This whole plan came off perfectly; first Mifflin made 3 yards, and then was apparently again ploughing his way through toward the goal-line with the Swarthmore team piling on him, when suddenly Lowry appeared with the ball tucked under his arm beautifully skirting the right end on a clear run for a touchdown. Never was this old, but very useful, trick more perfectly planned and executed or better timed. Lowry also kicked the goal and the half closed with the score 6 to 0 in our favor. The second half was more to Haverford's advantage, but once our spectators had a bad scare when they saw Jackson of Swarthmore on recovering a quarterback kick at the side line sprinting down the field to our goal line, only to be called back for having stepped out of bounds as he got the ball. About the middle of the half, Mifflin on a delayed pass ran 40 yards, Farquhar alone saving the Swarthmore goal. Later Mifflin tried a goal from placement from 35-yard line; the ball rolled to Swarthmore's 5-yard line where it was fumbled and Sharpless recovered it. But Swarthmore defended magnificently and Haverford was held for downs. However, after Swarthmore's kick out of danger and a 5-yard gain by Wood, with the ball near the side line, another delayed pass trick was quickly worked, Mifflin shooting down the boundary on a fine

40-yard run for the second touchdown, from which Lowry again kicked the goal. Although defeat was staring them in the face, Swarthmore continued to fight hard in the remaining time, but could not get the ball out of their territory. The best work for Swarthmore was done by Verlenden, Bell, Seaman and Farquhar, while for Haverford the whole team played finely. Our team was as follows: F. C. Sharpless '00, l. e., W. H. Wood '01, l. t., E. D. Freeman '00, l. g., W. A. Battey '99, c., W. W. Chambers '02, r. g., H. C. Petty '99, r. t., H. S. Drinker, Jr., '00, r. e., H. H. Lowry '99, q. b. and captain, E. R. Richie '99, l. h. b., J. S. Fox '02, r. h. b., S. W. Mifflin '00, f. b.

It should be noted that for 1898 the scoring values of touchdowns and goals had been made 5 and 1 respectively, instead of 4 and 2 as they had been since 1884.

Before the 1899 season, the coaching question was again under discussion, many feeling that Haverford should if possible return to the volunteer Alumni coaching system. Fortunately Captain Mifflin was able to secure "Ed" Conklin '99, one of Haverford's old players and famous track athletes, as head coach, and more loyal work no man could have rendered than he. By this coaching, as well as in every other way he could, he always was at the service of his college, and so endeared himself to all that when he died the next year he was universally mourned.

The season of 1899 opened with the best of prospects. Not only did Haverford have the prestige of the four straight victories over Swarthmore, but the material of that year was the best we ever had. As never happened before or since, a number of heavy men were in College

who were available for both line and back field. And besides that, seven of the 1898 team were playing again. The team against Swarthmore on November 18 was: F. C. Sharpless '00, l. e., R. L. Simkin '03 (J. E. Lloyd '00), l. t., E. D. Freeman '00 (J. E. Lloyd '00, R. L. Simkin '03), l. g., J. E. Lloyd '00 (H. Sensenig '00), c., W. W. Chambers '02, r. g., J. K. Worthington '03, r. t., J. L. Winslow '01 (H. M. Hallett '00), r. e., H. S. Drinker, Jr., '00 (A. J. Phillips '03), q. b., W. W. Hall '02, l. h. b., J. S. Fox '02 (J. L. Stone '02), r. h. b., S. W. Mifflin '00, f. b. and captain. W. H. Wood '01, was absent on account of a death in his family. Taken as a whole the players of that year when playing in form and in good physical condition were thought to constitute probably the strongest team of Haverford's history. And yet it was a year of one of our saddest defeats by Swarthmore. For most of the season a splendid record had been made, but unfortunately a schedule had been arranged to include a Franklin and Marshall game the Saturday before and a Trinity game the Monday before the Swarthmore game! Further, most of our best players were nursing injuries and all were a full week overtrained, so that when they went into the Swarthmore game they were totally unfit for the stress and strain of a struggle against one of the best teams Swarthmore ever had before the days of her new dispensation. The kind of work that our men could do showed itself in the first few minutes of the game, when by superb defense, they stopped Swarthmore's steady advances only one foot away from the goal line, and winning the ball on downs kicked safely out of danger. A little later they also made the first two scores of the day, and although both

of these were by lucky combinations, yet it was only by brilliant work that advantage was taken of these opportunities. The first came about when "Bill" Hall seized the ball on a Swarthmore fumble and ran 85 yards for a touchdown. Hall had had a great career at the Providence Friends' School, and while in health was a brilliant halfback for Haverford, but a weak stomach frequently laid him up and lessened his staying powers. The other touchdown came from a brilliant individual play by John Lloyd, then playing center; first he blocked a Swarthmore kick about the middle of the field, and then finding the ball ahead of him, instead of conventionally falling on it, he quick-wittedly kicked it on ahead of him, soccer fashion, until he got clear of tacklers, and then, picking it up on the full run, carried it on for a touchdown. Thus the first twelve minutes of the game showed the score 12 to 0 in favor of Haverford. But our team had "shot its bolt" thus early. Only two of its offensive plays were able to make much gain—Freeman on a "guardsback" cross-buck, and Bill Hall around the right end. And these gave out when the weak ankles of Freeman and Fox were hurt again, the former so that he could not run at all and later had to stop altogether, the latter so that he kept back all the interference. From then on Haverford's attack was powerless and she could do little but kick—at first by Fox and later by Mifflin, and many of these were run back. Swarthmore, on the other hand, played magnificently, the clockwork thoroughness and compact interference of all the plays showing the master hand of George Brooke's coaching. The veteran Farquhar, captaining for this third successive year, was again at fullback and kicked better than ever, the light-haired

quarterback Hall seemed to be everywhere and ran his team admirably, the halfbacks Beard and Jackson ran very well, while W. J. Clothier, Stewart and Downing in the line especially were towers of strength. Another feature that was fatal to Haverford's defense was the all too frequent muffing of Swarthmore's punts in our back field. Over and over again our desperate defense forced Swarthmore to kick and the catch was missed, the ball often being recovered by Swarthmore. There is nothing that can take the heart out of a team like this, and especially in the overwrought condition of our 1899 team this factor alone was enough to lose the game. In justice to Fox, on whom the backfield work largely rested, it must be said that his ankle was so weak that he really could hardly hobble into position to get to the kicks. He ought to have been replaced long before he was by Stone—who, by the way, played very well and made one 20-yard run—but his work had been such a mainstay the year before and during the whole of the season, that it seemed as if all must be over if he were taken out. Captain Mifflin, Drinker (while his bad knee lasted), Sharpless and Hall all played gallantly, the latter's tackling being especially notable. Swarthmore's scoring began with a beautiful 40-yard drop-kick by Farquhar for a field goal. Then after several punts on each side and a fumble in our backfield, Hall of Swarthmore made a touchdown. Another touchdown was only saved by the calling back of the teams because of Haverford's off-side play. The score at the end of the first half was 12 to 11 in Haverford's favor, but the play had been mostly to the advantage of Swarthmore. In the second half, as in the 1894 game, our slaughter took place. Three more

touchdowns, one by Jackson and two by Farquhar, and a placement field-goal by Farquhar were made, and the score was taken to 12 to 34. It was only a question of how much the superior Swarthmore team could make in the time with its splendid brush-tackle plays and kicks aided by our continued muffing. The memory of that last half is: to Haverford, a hazy mist of crippled players changing places, of hopes becoming forlorn, of gains and kicks and fumbles all bringing the ball nearer and nearer to our goal, a score, and then all over again; to Swarthmore, the splendid playing of her fine team, the glorious triumph over her old rival, the returning of victory after four long years, and a mighty celebration. The very feelings we had had on that same field in 1895! Such are the turns of Fortune's wheel that ever make sport exciting.

Change was again made to a professional coach for training the Haverford teams of 1900 and 1901, the choice being John H. Minds, who had captained Pennsylvania's team of 1897. He understood the Haverford spirit well and gave faithful and efficient service. Following the example of the big colleges, the team of 1900 began practising a few days before College opened in the effort to make an improvement in the fundamentals of kicking, catching and handling the ball. Unfortunately no goal-kicker developed, and the whole season was rife with expensive missed goals and failures at placement field-goals which made the heart sick and which should serve as a lesson to all Haverford teams to develop a goal-kicker. An ambitious management of 1900 altered the previous policy of playing only eight games, and scheduled ten for the season, including an opening game

against Pennsylvania (the first time there had been a game with the University since 1887), and two midweek games. This mania for playing big colleges, and many of them, reached its height, however, the following year, 1901, when no less than twelve games were played, including Princeton, Indians, Columbia, Lehigh, Dickinson, Ursinus, and F. & M.! Two games a week was the regular program and of course there was no rest and very little fun in the season. Injuries were necessarily numerous and Haverford won only two games. The following year, 1902, the number was reduced again to ten games, but both Princeton and Pennsylvania were again played. In 1903 we returned to the eight-game schedule, but Pennsylvania was again included, this being the last time Haverford has played the University. Fortunately in these seasons Haverford learned her lesson to stick to her own class, and the short-lived craze of the "big" schedule disappeared, let us hope, *forever*. But every few years some especially ambitious manager is likely to crop up who may think that "Haverford is making progress in football as well as in other departments of the College, and that the time has now come to show the Alumni our advancement in this direction by playing games with several larger institutions than heretofore scheduled."* If such ever appears, turn him loose on football history and let him learn the lessons of the past. A small college pursuing the policy of playing big colleges and those out of its class must either endure being beaten and often maimed and "used as a good thing generally" for the big fellow's practice, or it can "collect" a team

* *Haverfordian* editorial.

of such a quality as to make a fight and perhaps even win against the big college, and if successful, gain wondrous newspaper glory. But such does not appeal to Haverford, and may she ever realize her class and stick to it, and play the game under conditions where there can be some fun in it. And to do this she has found that no more than seven or eight games at the most should be scheduled. The most important consideration is *good physical condition*, the fundamental cause of keenness, enjoyment of the game and good playing, and this is not possible for a small college squad with a heavy schedule.

But we must come to the Swarthmore game of 1900. It was played at Swarthmore on November 24th before a crowd of 3,500 people (in spite of cold, drizzly weather), and was won by Swarthmore 10 to 17, in one of the closest games of the whole series. Haverford's team was as follows: W. H. Grant '02, l. e., W. H. Wood '01 (L. M. Perkins '04), l. t., W. W. Chambers '02, l. g., R. J. Ross '02, c., R. L. Simkin '03, r. g., J. K. Worthington '03, r. t., S. A. Warrington '03, r. e., A. J. Phillips '03, q. b., J. L. Stone '02, l. h. b., H. N. Thorn '04 (C. O. Carey '01), r. h. b., J. S. Fox '02, f. b. and captain. The Pennsylvania "guardsback" play had already been firmly implanted at Haverford, especially the year before with Freeman and "Buck" Chambers carrying the ball. Naturally Minds made no change, and our attack consisted largely of variations of these plays with fullback Fox and Chambers, Simkin, Wood and Worthington of the line running with the ball, while Stone, Fox and Thorn made end runs. Stone was especially fast at this and made many splendid runs throughout the season.

Swarthmore's most important ground-gaining play was when Downing, her captain and very heavy left guard, carried the ball also on "guards back." He kept his feet wonderfully well and the whole Swarthmore team seemed to get behind him and push. Our men would not play low enough to upset him and Battersby, as they came through the line on these plays. Although not in bad physical condition, Haverford was not as strong as the heavier Swarthmore team and gradually was worn down by these line-pushes in the second half. Haverford had all the best of the game for the first half and the early part of the second, but lost out in the last thirty minutes when Swarthmore found out how high our tall line was playing. The first touchdown was made by Stone on a fine end run for 25 yards. Fox missed the goal. There was much exchanging of punts between Fox and Battersby. During this half Stone, Chambers, Simkin and Fox were our chief ground-gainers, while Swarthmore could do very little but kick. The score at the end of the first half was: Haverford 5, Swarthmore 0. Early in the second half the most spectacular play of the game occurred: Swarthmore by successive gains had carried the ball to Haverford's 20-yard line, when Walter Wood got the ball on a Swarthmore fumble and made a pretty run of 35 yards, but being unable to keep his lead and seeing Battersby of Swarthmore rapidly overtaking him, passed the ball to Fox, who carried it 40 yards further, being downed on Swarthmore's 15-yard line. Worthington and Fox then advanced the ball 12 yards and Stone skirted the right end for a second touchdown. Fox again missed the goal. Score: Haverford 10, Swarthmore 0. From this point on a complete change came over the

game, Swarthmore keeping possession of the ball most of the time. Downing, Battersby and Stewart steadily advanced the ball on mass pushes through the line with an occasional gain around the ends. Three touchdowns were made in less than thirty minutes, from which two of the goals were kicked. Haverford made a spurt in the last five minutes, winning the ball on downs, on her 25-yard line, and Carey, who substituted for Thorn, made two good end runs. It was heartrending to lose this game toward its close after it had been so well in hand, but Haverford had to thank for it Downing's ability to keep his feet while he was pushed for one small gain after another, and her own lack of a sufficiently low defense, and the requisite "ginger" to win. Each team in fact was stronger in offense than defense, and when given the ball was nearly sure to gain. The result, therefore, depended greatly on the possession of the ball, and in the second half Swarthmore was strong enough to keep it almost all the time. The game was not only one of the closest of the series, but was played with fine feeling on both sides.

The season of 1901, as already stated, was the most ambitious one Haverford ever undertook. Twelve games were played, including several big colleges. Into most of them Haverford could not put her regular team on account of the numerous injuries received, and as a result only two games were won. But in spite of this the season ended strongly with a magnificently played game against Swarthmore which resulted in a tie 6 to 6. It was played at Haverford on November 23d, and rain fell almost without cessation during the entire game. Notwithstanding the weather some 3,000 persons saw the game,

and the grand stands, erected for the first time on Walton Field, were full. It may be of interest to note here that the wooden stand which has stood on the west side of the field until this year was the chief one of those erected for the Swarthmore game of 1901. It has now given way to the imposing new permanent stand just erected through the generosity of Horace E. Smith '86, in memory of his brother, and which will be first used next autumn* in connection with the newly laid out field. This use of grandstands, although advisable from a manager's financial point of view, removed in part at least one of the happiest features of the old Swarthmore games. For there used to be no better opportunity during the year for a general mixing of Haverford Alumni than through the surging up and down the ropes during that game. Everybody met everybody else, and many an old friend was seen, who would have been missed if all had had regular ticketed seats. Another innovation in recent seasons to interfere with this intermingling of those who still prefer to walk around rather than go to the stands, is the permitting of automobiles to go right up against the ropes, so that no one can go in front of them. For the sake of the "good old times," and to make the future Swarthmore game as much like the old as possible the present writer strongly urges that provision be made, if possible, for Alumni to move up and down the side ropes if they wish. This could still be possible in a limited way even if the crowds should be so much greater than ever before that it may be necessary to erect temporary slopes for those who stand, so that the many

*Written March, 1914.—ED.

back rows can see over the heads of those in front. But such problems are for the future managers to solve, and we must return to our game of 1901. The Haverford team was as follows: J. L. Stone '02, l. e. and captain, W. E. Cadbury, P. G., l. t., J. K. Worthington '03, l. g., R. J. Ross '02, c., W. W. Chambers '02, r. g., R. L. Simkin '03, r. t., W. H. Grant '02, r. e., A. J. Phillips '03, q. b., H. W. Jones, '05, l. h. b., H. N. Thorn '04, r. h. b., J. S. Fox '02, f. b. The team was coached by John H. Minds—his second year—and played the same style of game as the year before. Swarthmore had as her captain the veteran quarterback Hall, with Stewart again at fullback and an excellent line, although mostly of new men. The game could not have been closer or more thrilling. In the first half neither side scored, although three attempts at field goals failed, the first by Haverford on Swarthmore's 15-yard line after terrific playing soon after the start of the game, and two by Swarthmore on Haverford's 30- and 20-yard lines, the latter one being blocked by Worthington who recovered the ball for Haverford. During this half the ball was well advanced for Haverford by Grant, Chambers and Fox, and for Swarthmore Marter made several gains, and on one occasion got through our team for 25 yards, being finally tackled by Thorn in the backfield on our 20-yard line. There was much exchanging of kicks between Fox and Smith. In the second half for a time the play was much the same, the two teams alternately gaining and being held for downs or kicking. Then with the ball on Haverford's 45-yard line came the most spectacular play of the game when Thorn made one of the great historic runs in Haverford football history. For some time before

that our attack had been mostly against the line with guardsback formations, when suddenly Thorn was given the ball for an old-fashioned run around right end. At the start he circled very widely and seemed about to be thrown for a loss, but turning abruptly inside the end he ran for 65 yards, dodging through the very midst of the opposing team for a touchdown, amidst tremendous excitement. Fox kicked the goal. Almost at the end of the half Swarthmore got the ball on Haverford's 40-yard line. Hall made 15 yards on a trick play. A quarterback kick brought them 10 yards nearer Haverford's goal. Then they received 10 yards more for Haverford's offside play. Then Stewart plunged through the line the remaining 5 yards for a touchdown and Hall kicked the goal, saving the game for Swarthmore. In the few minutes that remained, neither side scored and the game was a tie, 6 to 6. The whole Haverford team played splendidly individually and as a team. The best of good feeling prevailed, as is reflected in an interesting editorial in *The Haverfordian* of that time:—"But scores become less significant in the face of truer results. When Swarthmore applauds the rise of a fallen opponent; when Haverford permits no cheering to interfere with Swarthmore's signals; when President Birdsall is so thoughtful as to telegraph 'Thanks for courteous treatment and congratulations for Haverford's plucky game;' and when Haverford winds up the season that has meant so much of personal exertion and sacrifice with a 'long and fast for Swarthmore and Captain Hall,' failure to win is not half so keen a disappointment."

Between the seasons of 1901 and 1902 much discussion took place as to Haverford's football policy. There were

a number of keen and loyal Haverfordians who had caught the fever that "we must win." They did not advocate trying to collect a good team, but they did urge strenuously the policy of hiring, even at a very high price, the *best* obtainable coaching talent. Those who so argued believed also in the "big game" policy which reached its height at that time. It was the same tendency to exaggerate the importance of football that has broken out at one time or another at almost every educational institution, and has been responsible for the athletic excesses which many of them have been led into. Fortunately for Haverford, after a thorough weighing of the whole subject, a sound conclusion was reached that "the game was not worth the candle" if it involved paying more for the two months' services of a football coach than most of the members of the Faculty received for a whole year's work, who had spent many years in study in preparation for their positions; and that it was not on a healthy basis or in keeping with Haverford's ideals and her measure of the worth of things, if we could not play it for the sport and the fine training there is in it without overestimating the mere winning or losing. The outcome of the final conference of the Alumni, Faculty and College Athletic Committees, therefore, was that it would be healthy for Haverford to moderate her schedule, to go back to the Alumni Coaching System, and to keep the game in the subordinate position in the College life in which it always had been. To make possible the readoption of the Alumni Coaching System, J. Henry Scattergood '96, accepted the responsibilities of head coach for 1902, and in this work was loyally assisted by no less than twenty different Alumni at various times in the season.

In 1902 the Swarthmore game was played at Swarthmore on November 22d, and was won by Swarthmore 22 to 0. Haverford had had a hard schedule of ten games, including the rough Pennsylvania and Princeton games, and had suffered greatly with injuries all season, besides having several new and inexperienced men on the team. Swarthmore, on the other hand, had played together almost without change and for the most part was the same team as had played the year before. With the change of coaching Haverford changed her offense that year from the Pennsylvania guardsback to the tackleback tandems (with fullback and one halfback lined up behind the tackle), which had been so well worked out at Harvard the previous year. Swarthmore's style of play was unchanged but much improved, and she had much force and variety in her attack, and was stronger than Haverford throughout. The game was lacking in spectacular features. There was a good deal of punting by Lowry and Smith, and an unusual amount of fumbling on both sides. Haverford was unable to make continuous gains; although at various times good runs were made by Thorn, Lowry, Harold Jones, Eshleman and Worthington, yet the Swarthmore goal was never threatened. Swarthmore, on the other hand, was strong enough to make many more first downs than Haverford, although she had to work hard for them against the unwavering Haverford defense. H. W. Jones and Simkin played especially well on defense in the line, while Captain Phillips and Thorn tackled very hard in the backfield. For Swarthmore Lippincott at guard played a very strong game, as did also fullback Stewart, who was captain that year, quarterback Hall, the halfbacks Smith and Sinclair, and Hurley, end.

Hurley was especially good at hurdling. The score of the first half was Swarthmore 10, Haverford 0, and consisted of a touchdown by Sinclair and a field goal by Smith from our 25-yard line. In the second half Swarthmore made two touchdowns and goals, one by Stewart, the other by Lippincott, after good gains by Smith, Sinclair and Hurley. Haverford's team was as follows: B. Eshleman '05 (D. J. Reid '06), l. e., H. W. Jones '05, l. t., P. D. Folwell '04 (A. G. Priestman '05), l. g., L. M. Perkins, Jr. '04, c., R. L. Simkin '03, r. g., J. K. Worthington '03, r. t., R. L. Pearson '05, r. e., A. J. Phillips '03, q. b. and captain, H. N. Thorn '04, l. h. b., E. F. Jones '06 (F. R. Winslow '06), r. h. b., A. T. Lowry '06, f. b. This was the year that President Swain came to Swarthmore.

In 1902 the rule was introduced which provided for the change of goals after a touchdown or field goal. In 1903 renewed criticism of the game broke out which finally led in 1906 to its radical revision into modern football. The changes in 1903 and 1904, however, were not fundamental, except that the one who kicked was thereafter prohibited from putting the ball "on side," and the player receiving the ball directly from the snapper back, usually the quarterback, was permitted to run forward with the ball in the territory between the 25-yard lines, provided also he did not cross the line less than 5 yards distant from the point where the ball was put in play. This led to the lengthwise marking of the field which lasted until 1910. The desired effect of immediately making the game more "open" was not sufficient, however, to quell the criticism, which went on growing until the famous Conference Committee of 1906 introduced the forward pass and the 10-yard

gain, and afterwards in 1910 prohibited all assistance to the runner.

The season of 1903 was opened with a game against Pennsylvania, the last of Haverford's "big" games, and our schedule was reduced once more to the normal eight games. Haverford's team was captained by Norman Thorn '04, and again J. H. Scattergood '96, was the head coach, and eleven other Alumni assisted. The Swarthmore game was played at Haverford on November 21st, and was won by Swarthmore 16 to 6 in a very close and exciting match. Although Haverford had an unusually light and "green" team, yet except for the early part of the game when she seemed "asleep," she made a splendid fight against the heavier Swarthmore team and really proved herself fully equal to it except for the extraordinary work of quarterback Crowell, whose punting and wonderful field goals alone won the game for Swarthmore. Haverford's team was as follows: J. L. Scull '05, l. e., L. Lindley '04, l. t., A. G. Priestman '05, l. g., T. K. Brown, Jr. '06, c., G. H. Wood '07, r. g., A. H. Hopkins '05, r. t., R. L. Pearson '05 (R. P. Lowry '04), r. e., H. N. Thorn '04, q. b. and captain, W. H. Haines '07, l. h. b., H. W. Jones '05, r. h. b., A. T. Lowry '06, f. b. . Swarthmore began with a literal flying start, for Captain Smith, her veteran halfback, ran the kick-off back 70 yards through a beautiful long funnel formed by the Swarthmore team in the center of the field that effectively shut off our tacklers. Only by fast sprinting by "Buck" Haines was a score prevented on the first play. The score soon followed, however, for after two strong line plunges, Lamb made a 15-yard run around the end for a touchdown. Score: Swarthmore 6, Haverford 0. This was the only touch-

down Swarthmore could make in the game and it came before our fellows had even "found themselves." In the face of this bad opening, Haverford started to gain, and made 60 yards before losing the ball on downs. Most of this was in a splendid run by Harold Jones, who broke through guard and tackle and ran 40 yards before being stopped by Crowell in the backfield. Swarthmore could not gain and kicked, but soon recovered the ball on a Haverford fumble, and in a few moments Crowell astonished everyone by dropping back to the 40-yard line and kicking a magnificent field goal squarely between the posts. Swarthmore 11, Haverford 0. On the kick-off Crowell ran the ball back 35 yards through the same long funnel formed by the whole Swarthmore team. Bell made 20 yards and others worked the ball down the field until Crowell drop-kicked another fine field-goal, this time from the 35-yard line. Swarthmore 16, Haverford 0. Swarthmore then carried the ball by two good tricks and some good running to our 10-yard line, where Haverford braced strongly and got the ball on downs. For the rest of the half the ball see-sawed back and forth. In the second half Haverford came out determined to live down the tradition of some years of weakening toward the last of the game, and right well did she do it, playing the game with indomitable spirit that everyone was proud of, and outplaying Swarthmore the rest of the match. From the kick-off she never lost the ball until she had scored a touchdown, displaying some of the best team-play ever put up by a Haverford eleven. A long series of fine gains by Haines, Jones, Hopkins and Priestman brought the ball right down the field to the line. Twice Swarthmore held for three downs, but Haverford made

her distance on the fourth, and the last time Haines went over for a touchdown. Lowry kicked the goal. Swarthmore 16, Haverford 6. Haverford continued the same aggressive tactics, using the variations of the tandems with excellent effect, and worked the ball again to Swarthmore's 5-yard line where we were held for downs. Crowell punted out of danger and again Haverford brought the ball within striking distance only to lose it on downs once more. Haverford kept pushing the play all through this half, but Swarthmore's fine defense at critical times prevented further scoring. Captain Thorn ran the team very well from quarterback and once made 20 yards on a well-executed trick play. Jones, Haines, Hopkins and Lowry ran strongly and T. K. Brown followed the ball well at center. Pearson played well at end until he was hurt and carried off the field. For Swarthmore, Crowell's playing was the great feature, not alone in his wonderful drop-kicking and punting but in his guiding of the team at quarter and his back-field tackling and running. Lippincott, Jackson and Bell played well in the line, and Captain Smith and Sinclair ran well. This game was the last of those with Swarthmore played on the Haverford grounds, and goes down in memory as one of Haverford's pluckiest fights in the whole series.

The season of 1904 was one of the most successful in Haverford football history, notwithstanding that it culminated in another defeat by Swarthmore. Not only was every other game won and all the teams in our own class decisively defeated, but none were able even to score. This was not because the schedule was an easy one, for it included such rivals as Lehigh, New York University, F. & M., Rutgers and Ursinus. Haverford had only

a medium-weight team, but what it lacked in weight, it made up in fine spirit and team play. It was well captained by Arthur Hopkins and splendidly coached by Norman Thorn, the previous year's captain. The Alumni Coaching System was well established by this time, and too much praise cannot be given to Thorn for his untiring and loyal work not only in 1904 and 1905, when he was actively in charge as head coach, but also for the many years of assistance that he has given ever since. The Swarthmore game was played at Swarthmore on November 19th and the score was: Haverford 6, Swarthmore 27. Swarthmore was well under way in her new football dispensation and had gathered together a wonderful collection of players. Her line from tackle to tackle averaged about 200 pounds, and included the giant Maxwell; the backfield was tremendously strengthened by Wightman, another very heavy man, who with Maxwell had enjoyed a great reputation on the University of Chicago team. Crowell must again be mentioned as one of the best punters and drop-kickers any college ever produced, a worthy pupil of George Brooke himself. And let me add he was always a fine sportsman, of the best type of the old times. Swarthmore had made a wonderful record for the season, even against the several big college teams that she was playing in those days. It was the general expectation, therefore, that she would defeat Haverford without much effort by a record score. Anyone who knew the circumstances—and almost everyone did—and saw the magnificent fight put up by our team against the overwhelming odds faced that day knows full well that they showed the true Haverford spirit. Swarthmore had the better team because she had the heavier

team. The game put up by Haverford would have won against any team of equal weight. And even against this giant Swarthmore team Haverford actually marched down the entire length of the field for a touchdown, giving Swarthmore a real scare for a time. This splendid effort, however, could not last, and after that Swarthmore's superior weight gradually bore us down. Haverford's team was as follows: E. T. Snipes '04 (M. B. SeEVERS '05), l. e., H. W. Jones '05, l. t., G. H. Wood. '07 (J. C. Birdsall '07), l. g., M. W. Fleming '05, c., A. G. Priestman '05, r. g., A. H. Hopkins '05, r. t. and captain, T. K. Brown, Jr. '06, r. e., W. H. Haines '07, q. b., C. T. Brown '08 (C. C. Morris, P. G.), l. h. b., E. F. Jones '07, r. h. b., A. T. Lowry '06, f. b. Swarthmore was the first to score, never losing the ball from the kick-off; although at first she met with stubborn defense, yet Maxwell, Wightman and Pritchard crashed through for good gains and finally on a beautiful fake cross-buck Wightman made a 40-yard run for a touchdown, from which Crowell failed (for once) to kick the goal. When she got the ball again, Swarthmore started in to repeat the process, and by some hard playing and a good trick worked down to Haverford's 3-yard line. There Haverford showed her mettle and held Swarthmore for downs, and then started on her historic march down the field. Instead of punting Art Lowry took the ball in a tandem play at right tackle; he broke away from the crowd and ran 25 yards before being downed. Captain Hopkins made 4 yards and Lowry added 5. Haines then skirted left end for a 30-yard run. E. Jones and Lowry made another first down between them. Then Lowry hurdled the Swarthmore line for 10 yards. Hopkins made 3 and then Ernest Jones slid past

tackle on a split tandem and ran 35 yards for a touchdown. The goal was kicked by Haines and the score stood; Haverford 6, Swarthmore 5. The making of this score had been wholly unexpected and was one of the finest exhibitions of fighting spirit and perfect team play that we have in Haverford annals. Soon after the kick-off Haverford got the ball again on a Swarthmore fumble and by good gains by Lowry and Haines brought it to Swarthmore's 35-yard line. There Swarthmore held like a wall and we lost the ball on downs. Swarthmore battered away with her big men for a while and then Crowell worked a sensational 30-yard quarterback run on a fake line plunge, after which Wightman crossed the line for a second touchdown. Score: Swarthmore 11, Haverford 6. In the second half Lowry ran the kick-off back 40 yards and Carroll Brown made 25 yards, but the ball was then lost on downs. By heavy line hammering, Swarthmore then worked it back to our 25-yard line where Haverford held, but Crowell kicked a pretty goal from the field. This only added 4 points instead of 5 as theretofore, the value having been reduced that year. From then on Swarthmore simply crushed us down with steady advances by her heavy men, Maxwell making one touchdown, and later Wightman making a magnificent 65-yard run down the side line for another, which ended the scoring at 27 to 6 in Swarthmore's favor. Occasionally Haverford got the ball and held it a little while, Lowry and Hopkins making some fine gains. But the great display of grit against overwhelming odds was in the desperate defense of the Haverford team in which every man did his share. Hopkins and H. W. Jones played brilliantly. Once Christy Morris, who took C. Brown's place toward the

close, made a beautiful backfield tackle of Maxwell at full speed, bringing him down with a thud that stopped one touchdown at least! Art Lowry played the best game of his life, while E. Jones and Haines also deserve special mention. For Swarthmore, Maxwell, Wightman and Crowell shone conspicuously and were good enough for any team. Although the score of this game added another defeat for Haverford, yet it was one that we were all proud of.

And with this game the series closed. Twenty-three games in all had been played, of which Swarthmore won 12, Haverford 10, and one was a tie. Swarthmore's ambitious athletic policy of branching out into the big college field, with all that it meant for her, led her on a way with which Haverford had nothing in common, so the game was quietly dropped from the Haverford schedule. Ten years have now rolled on since then, and many changes have taken place at Swarthmore. Among these is an altered attitude as to football. All Haverfordians therefore rejoiced when President Sharpless assured us of this, and stated that he felt that Haverford might now once more extend an invitation to Swarthmore to play. This has been done, the invitation has been accepted, and again both colleges are looking forward to the match as their great game. That the best of *good sport* and *good feeling* in *friendly rivalry* may mark the contests of the future is the wish of every sport-loving Haverfordian.

SUMMARY OF HAVERFORD-SWARTHMORE GAMES

DATE	PLACE	HAVERFORD CAPTAIN	WON BY	H.'s SCORE	S.'s SCORE
1879	Haverford	R. S. Rhodes, '83	Haverford	{ 1 goal 1 t'chd'n 1 safety	13 sfts.
1883 Sp'g.	Swarthmore	S. B. Shoemaker, '83	Haverford	{ 1 goal 2 s'ft's.	1 tchd. 6 sfts.
1883 Fall	Haverford	W. S. Hilles, '85	Swarthmore	9	12
1884	Swarthmore	{ W. S. Hilles, '85 S. Bettie, '85, acting	Haverford	10	6
1885	Haverford	A. C. Garrett, '87	Haverford	40	10
1887	Swarthmore	J. T. Hilles, '88	Swarthmore	16	32
1888	Haverford	T. F. Branson, '89	Haverford	6	0
1889	Swarthmore	H. P. Baily, '90	Haverford	10	4
1890	Haverford	E. J. Haley, '90 & P. G.	Swarthmore	14	30
1891	U. of Pa.	W. H. Detwiler, '92	Swarthmore	0	62
1892	Swarthmore	N. B. Warden, '94	Swarthmore	6	22
1893	Haverford	W. J. Strawbridge, '94	Swarthmore	0	50
1894	Swarthmore	W. C. Webster, '95	Swarthmore	0	32
1895	Haverford	L. H. Wood, '96	Haverford	24	0
1896	Swarthmore	C. A. Varney, '98	Haverford	42	6
1897	Haverford	A. Haines, '99	Haverford	8	6
1898	Swarthmore	H. H. Lowry, '99	Haverford	12	0
1899	Haverford	S. W. Mifflin, '00	Swarthmore	12	34
1900	Swarthmore	J. S. Fox, '02	Swarthmore	10	17
1901	Haverford	J. L. Stone, '02	Tie	6	6
1902	Swarthmore	A. J. Phillips, '03	Swarthmore	0	22
1903	Haverford	H. N. Thorn, '04	Swarthmore	6	16
1904	Swarthmore	A. H. Hopkins, '05	Swarthmore	6	27

No games were played in 1880, 1881, 1882 and 1886.

Won by Haverford.....	10
Won by Swarthmore.....	12
Tie.....	1
Total.....	23

RESULTS OF HAVERFORD-SWARTHMORE CLASS GAMES

DATE	GAME	CLASSES	WON BY	H.'s SCORE	S.'s SCORE
1882	Freshman	'86 v. '86	Swarthmore	0	{ 1 goal 10 tch.
1883	Freshman	'87 v. '87	Swarthmore	0	16
1884	Sophomore	'87 v. '87	Haverford	25 (?)	0
1885	Freshman	'89 v. '89	Swarthmore	0	35
	Sophomore	'88 v. '88	Haverford	16	12
1886	Sophomore	'89 v. '89	Swarthmore	6	28
1887	Sophomore	'90 v. '90	Swarthmore	16	18
1888	No game				
1889	Sophomore	'92 v. '92	Swarthmore	0	4
1890	Sophomore	'93 v. '93	Swarthmore	0	36
1891	Sophomore	'94 v. '94	Swarthmore	0	40
1892	Sophomore	'95 v. '95	Haverford	14	4

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HAVERFORD COLLEGE BULLETIN

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No. 3

Catalogue

1914-1915



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as Second Class Matter under Act of Congress of July 16th, 1894.



CATALOGUE

OF

Haverford College

1914-1915



HAVERTORD, PA.

1915

	S	M	T	W	T	F	S		S	M	T	W	T	F	S
January	..	..	..	..	..	1	2	July	..	..	..	..	1	2	3
3	4	5	6	7	8	9		4	5	6	7	8	9	10	
10	11	12	13	14	15	16		11	12	13	14	15	16	17	
17	18	19	20	21	22	23		18	19	20	21	22	23	24	
24	25	26	27	28	29	30		25	26	27	28	29	30	31	
31	..	..	..	..	..	..			
February	..	1	2	3	4	5	6	August	1	2	3	4	5	6	7
7	8	9	10	11	12	13		8	9	10	11	12	13	14	
14	15	16	17	18	19	20		15	16	17	18	19	20	21	
21	22	23	24	25	26	27		22	23	24	25	26	27	28	
28	..	..	..	..	..	..		29	30	31	..	..	..	..
March	..	1	2	3	4	5	6	September	..	..	..	1	2	3	4
7	8	9	10	11	12	13		5	6	7	8	9	10	11	
14	15	16	17	18	19	20		12	13	14	15	16	17	18	
21	22	23	24	25	26	27		19	20	21	22	23	24	25	
28	29	30	31	..	..	..		26	27	28	29	30	..	..
April	..	..	..	..	1	2	3	October	..	..	..	..	..	1	2
4	5	6	7	8	9	10		3	4	5	6	7	8	9	
11	12	13	14	15	16	17		10	11	12	13	14	15	16	
18	19	20	21	22	23	24		17	18	19	20	21	22	23	
25	26	27	28	29	30	..		24	25	26	27	28	29	30	
								31	..	..	..	..	..	..
May	..	..	..	..	..	1		November	..	1	2	3	4	5	6
2	3	4	5	6	7	8		7	8	9	10	11	12	13	
9	10	11	12	13	14	15		14	15	16	17	18	19	20	
16	17	18	19	20	21	22		21	22	23	24	25	26	27	
23	24	25	26	27	28	29		28	29	30	..	..	..	..
30	31	..	..	..	..	..				
June	..	..	1	2	3	4	5	December	..	..	..	1	2	3	4
6	7	8	9	10	11	12		5	6	7	8	9	10	11	
13	14	15	16	17	18	19		12	13	14	15	16	17	18	
20	21	22	23	24	25	26		19	20	21	22	23	24	25	
27	28	29	30	..	..	..		26	27	28	29	30	31	..	

1916

	S	M	T	W	T	F	S		S	M	T	W	T	F	S
January	..	..	..	..	..	..	1	April	..	..	..	..	..	..	1
2	3	4	5	6	7	8		2	3	4	5	6	7	8	
9	10	11	12	13	14	15		9	10	11	12	13	14	15	
16	17	18	19	20	21	22		16	17	18	19	20	21	22	
23	24	25	26	27	28	29		23	24	25	26	27	28	29	
30	31	..	..	..	..	..		30	..	..	..	..	..	..
February	..	..	1	2	3	4	5	May	..	1	2	3	4	5	6
6	7	8	9	10	11	12		7	8	9	10	11	12	13	
13	14	15	16	17	18	19		14	15	16	17	18	19	20	
20	21	22	23	24	25	26		21	22	23	24	25	26	27	
27	28	29	..	..	..	..		28	29	30	31	..	..	..
March	..	..	..	1	2	3	4	June	..	..	..	..	1	2	3
5	6	7	8	9	10	11		4	5	6	7	8	9	10	
12	13	14	15	16	17	18		11	12	13	14	15	16	17	
19	20	21	22	23	24	25		18	19	20	21	22	23	24	
26	27	28	29	30	31	..		25	26	27	28	29	30	..	

College Days in heavy-faced type.

CALENDAR

1914-1915

Examinations for Admission.....	9th Mo. 21, 22, 23, 1914
College Year, 1914-1915, begins, 9.10 A. M....	9th Mo. 24
First Quarter ends, 4.00 P. M.....	11th Mo. 18
Thanksgiving Recess.....	11th Mo. 26, 27, 28, 29
Winter Recess begins, 1.00 P. M.....	12th Mo. 19
Winter Recess ends, 8.30 A. M.....	1st Mo. 4, 1915
Second Half-year begins, 8.30 A. M.....	2nd Mo. 8
Third Quarter ends, 1.00 P. M.....	3rd Mo. 27
Spring Recess begins, 1.00 P. M.....	3rd Mo. 27
Spring Recess ends, 8.30 A. M.....	4th Mo. 6
Senior Class Day.....	6th Mo. 10
Commencement and Alumni Day.....	6th Mo. 11
Examinations for Admission.....	6th Mo. 14, 15, 16

1915-1916

Examinations for Admission.....	9th Mo. 20, 21, 22, 1915
College Year, 1915-1916, begins, 9.10 A. M....	9th Mo. 23
First Quarter ends, 4.00 P. M.....	11th Mo. 17
Thanksgiving Recess.....	11th Mo. 25, 26, 27, 28
Winter Recess begins, 4.00 P. M.....	12th Mo. 22
Winter Recess ends, 8.30 A. M.....	1st Mo. 6, 1916
Second Half-year begins, 8.30 A. M.....	2nd Mo. 7
Third Quarter ends, 1.00 P. M.....	3rd Mo. 25
Spring Recess begins, 1.00 P. M.....	3rd Mo. 25
Spring Recess ends, 8.30 A. M.....	4th Mo. 3
Senior Class Day.....	6th Mo. 15
Commencement and Alumni Day.....	6th Mo. 16
Examinations for Admission.....	6th Mo. 19, 20, 21

HAVERFORD COLLEGE

HISTORY AND DESCRIPTION

Haverford College was founded in 1833. It owes its origin to the insight and energy of a few members of the Society of Friends from Philadelphia and New York, who, in the spring of 1830, conceived the idea of founding an institution for education in the higher branches of learning. Its object, in the words of the founders, was "to combine sound and liberal instruction in literature and science with a religious care over the morals and manners, thus affording to the youth of our Society an opportunity of acquiring an education equal in all respects to that which can be obtained at colleges."

The founders were incorporated in 1833 under the laws of the Commonwealth of Pennsylvania into the Haverford School Association, a body now known as the Corporation of Haverford College. This corporation elects a board of managers for the control of its affairs and for the administration of its funds. For the founding of the school sixty thousand dollars was raised; but the sum proved insufficient for its maintenance, and for many years the financial deficit was met by liberal subscriptions of friends.

From 1845 to 1848 the school was closed in order to allow the funds to accumulate and to give time for the collection of an endowment. Since that time, by a number of generous bequests and donations, the amount of invested funds yielding interest has been increased to nearly two million dollars.

The first building of the College was Founders Hall,

HAVERFORD COLLEGE

erected in 1833. The Observatory was built in 1852, and enlarged in 1883. Alumni Hall was built in 1863, and enlarged in 1898 and 1912 to meet the growing needs of the Library. In 1877 Barclay Hall, a dormitory, was erected by friends of the College. The Mechanical Laboratory was established in 1884, and was provided with a new building in 1890; this was burned down in 1896, and Whitall Hall, a new three-story structure, was built. The Biological Laboratory was established in 1886 and the Physical Laboratory in 1888. Chase Hall, for lectures and recitations, was built in the same year, the Cricket Shed in 1893. In more recent years during a period of rapid development made possible largely by the general and unfailing cooperation of the alumni, the following additions have been made to the College equipment: in 1899, Lloyd Hall, a dormitory; in 1900, a large and well equipped Gymnasium; in 1903, Roberts Hall, the gift of Lucy Branson Roberts, with College offices and a large auditorium; in 1903, Merion Hall, a dormitory, remodeled from the old Haverford Grammar School building; in 1905, an additional wing to Founders Hall for dining halls and kitchen; in 1906, a permanent building for the heating and lighting plant; in 1907, the enlargement of Merion Hall; in 1909, the Haverford Union, a building presented by Alfred Percival Smith, '84; in 1910, the Chemical Laboratory; in 1912, the Morris Infirmary, given by John T. Morris, '67; in 1913 a new section of Lloyd Hall, given by the estate of the late Justus C. Strawbridge, and a concrete grandstand, the gift of Horace E. Smith, '86. In addition to these College buildings there are a number of residences on the grounds which are occupied for the most part by professors.

HISTORY AND DESCRIPTION

The College has a pleasant and healthful location in the township of Haverford, Delaware County, Pennsylvania, nine miles west of the center of Philadelphia. It is accessible by the main line of the Pennsylvania Railroad and by the Philadelphia and Western Railway. The selection of this site is thus described by the first managers: "We wished to procure a farm in a neighborhood of unquestionable salubrity—within a short distance of a Friends' meeting—of easy access from this city at all seasons of the year . . . recommended by the beauty of the scenery and a retired situation." And they reported that they had purchased for the sum of \$17,865 "an oblong tract of 198½ acres . . . nearly south of the *eight mile* stone on the Lancaster Turnpike." This property has since been increased to two hundred and twenty-five acres with an estimated present value of over one and one-half million dollars. While the greater part is retained as farm and woodland, a lawn of sixty acres was long ago graded and tastefully planted with trees and shrubs by a landscape gardener, so that the natural beauty of the location has increased with passing years. The grounds include four fields for cricket and Rugby and association football, a running-track, four tennis courts, and a pond for skating.

Parallel with its material growth there have been changes in the inner life of the College which have affected the methods of administration rather than the essential principles on which the institution was founded. It has gradually increased in number of students but still enjoys the advantages of a small college. From the first it gave instruction of collegiate scope and grade. Accordingly in 1856 the name was changed from school to college and the right to confer degrees was granted by the Legis-

HAVERFORD COLLEGE

lature. In 1861 the preparatory department was abolished. General courses are now given in arts and science. The generous endowment for salaries and pensions enables the College to maintain a faculty of unusual size in proportion to the number of students, and to expend for the instruction, board, and lodging of each student about twice the sum which he pays.

In accordance with the modern ideals of religious and moral education, the students enjoy ample liberty, safeguarded by their wholesome physical life, by the traditions of the College, and by the intimate association with their professors and fellow-students. The deep religious spirit bequeathed by the Quaker founders has been carefully cherished, and high ideals of life and conduct are maintained, but in the admission of students and in the appointment of instructors there are no denominational distinctions. The aims of Haverford have been gradually developing and its function is becoming more and more clear—"to encourage the growth, among a limited number of young men, of vigorous bodies, scholarly minds, strong characters, and a real religious experience."

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1914-1915

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President.

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John Farnum Professor of Chemistry.

H

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G ✓

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David Scull Professor of Biology.

Prv

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B ✓

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J ✓

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DON CARLOS BARRETT, Ph.D.
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B ✓

HAVERFORD COLLEGE

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Professor of Mathematics.

Ba

WILLIAM WILSON BAKER, PH.D.
Associate Professor of Greek.

Pa

FREDERIC PALMER, JR., PH.D.
Dean and Associate Professor of Physics.

Me

LEON HAWLEY RITTENHOUSE, M.E.
Associate Professor of Mechanics and Electricity.

Ja

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ALEXANDER GUY HOLBORN SPIERS, PH.D.
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Hi

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Wi

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Br

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JAMES WHITE CROWELL, A.M.
Assistant in French.

FREDERICK MURDOCH HENLEY, S.B.
Assistant in the Chemical Laboratory.

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STUDENT PETITIONS—Dean Palmer, Chairman; Professors Barrett, Rittenhouse, and Spiers.

ATHLETICS—President Sharpless, Chairman; Professors Babbitt and R. M. Gummere, Dean Palmer, and T. K. Brown, Jr.

ADVANCED DEGREES—Professor F. B. Gummere, Chairman; Professors Hall, Jones, Reid, and R. M. Gummere.

EDITOR OF CATALOGUE—Dr. Cadbury.

STUDENTS

The letter **A** after the name of a student indicates that he is taking the Arts Course; **s**, the Course in General Science; **E**, the Course in Engineering. In the last column is given the number of the student's room; **Bn** is an abbreviation for Barclay Hall, North; **Bc**, for Barclay Hall, Center; **Bs**, for Barclay Hall, South; **F**, for Founders Hall; **L**, for Lloyd Hall; **M**, for Merion Hall; **D**, for day-student. An asterisk (*) indicates that a student is not in full class standing.

GRADUATE STUDENTS

Champlin, Carroll Dunham	<i>Towanda, Pa.</i>	42 Bc
A.B. (Haverford College) 1914.	Teaching Fellow. Philosophy.	
Taylor, Herbert William	<i>Malvern, Pa.</i>	19 Bs
A.B. (Haverford College) 1914.	Teaching Fellow. Physics.	

SENIOR CLASS

Allen, Percival Roy	s	<i>Auburndale, Mass.</i>	38 Bc
Baird, Donald Galbraith	s	<i>Beverly, N. J.</i>	12 Bs
Bowman, Edgar Milton	A	<i>Kinzer, Pa.</i>	5 F
Brinton, Walter Carroll	A	<i>Frankford, Pa.</i>	23 Bs
Bye, Edgar Chalfant	A	<i>Rutledge, Pa.</i>	13 M
Carey, Galloway Cheston	A	<i>Baltimore, Md.</i>	23 Bs
*Coleman, Nelson Bader	s	<i>Scranton, Pa.</i>	33 Bc
Crosman, Edward Newton, Jr.	s	<i>Haverford, Pa.</i>	D
Crosman, Loring Pickering	s	<i>Portland, Me.</i>	39 Bc
Dunn, Emmett Reid	A	<i>Alexandria, Va.</i>	44 Bc
*Egolf, Paul Hewlett	s	<i>Brooklyn, N. Y.</i>	14 M
Falconer, Cyrus	A	<i>Darling, Pa.</i>	12 M
Farr, Edward Lincoln, Jr.	s	<i>Wenonah, N. J.</i>	68 Bn
Gummere, John Westcott	A	<i>Burlington, N. J.</i>	3 L
Hallett, George Hervey, Jr.	A	<i>Lansdowne, Pa.</i>	6 M

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Harvey, Andrew	S	Paterson, N. J.	13 M
Helveston, Harold William	S	Jenkintown, Pa.	39 Bc
Hendricks, Paul Craig	S	Chambersburg, Pa.	22 Bs
Henley, Fred Murdoch	S	Gaffney, S. C.	59 Bn
Hoopes, Thomas, Jr.	S	West Chester, Pa.	68 Bn
Howson, Hubert Abbe	S	New York, N. Y.	38 Bc
*Leland, William Henry	S	Haverford, Pa.	21 Bs
*Levis, Edward Megarge	A	Germantown, Pa.	70 Bn
McCracken, Harlan Linneus	S	Oskaloosa, Iowa	1 F
McNeill, Joseph	A	Germantown, Pa.	9 M
*Moore, Edwin Lawton, Jr.	A	Philadelphia, Pa.	D
Morley, Felix Muskett	A	Baltimore, Md.	8 M
*Nitobé, Yoshio	A	Tokyo, Japan	112 M
Pharo, Eugene Morris	S	Philadelphia, Pa.	8 M
Shaffer, Elmer	S	Philadelphia, Pa.	11 M
Tang, Man Hoi	S	Canton, China	D
Taylor, Kempton Potter Aiken	S	Chestnut Hill, Pa.	3 L
Turner, Charles Brinkley	A	Overbrook, Pa.	14 M
Vail, Walter Elwood	S	Forest Hill, Md.	12 M
*VanHollen, Donald Beauchamp	A	Baltimore, Md.	110 M
Votaw, Ernest Nicholson	A	Lansdowne, Pa.	6 M
Waln, Yvo Orestes	S	Leesburg, Ohio	1 F
Webster, William Dampier	S	Haw River, N. C.	3 F
*Weikel, Malcolm Husted	A	Merchantville, N. J.	21 Bs
Whipple, Paul Kimball	A	Germantown, Pa.	44 Bc
White, William Alpheus, Jr.,	A	Guilford College, N. C.	3 F

JUNIOR CLASS

Allen, Wilmar Mason	A	Ridley Park, Pa.	15 Bs
Barker, Albert Winslow	A	Moylan, Pa.	D
*Bray, William McKinley	A	Bridgeport, Pa.	D
Buffum, Frederick Cyrus, Jr.	S	Westerly, R. I.	11 Bs

STUDENTS

^ Carey, James, 3d	A	Baltimore, Md.	24 Bs
^ Cary, Frank Wing	S	Baltimore, Md.	13 Bs
^ Cooper, Joseph Arthur	S	Coatesville, Pa.	104 M
^ Corson, Bolton Langdon	S	Plymouth Meeting, Pa.	37 Bc
^ Dunlap, George Arthur	A	Philadelphia, Pa.	109 M
*Ellison, James Sprague, Jr.	S	Philadelphia, Pa.	33 Bc
*Faries, Walter Reichner	A	Bala, Pa.	101 M
^ Garrigues, Albert Graham	S	Haverford, Pa.	D
^ Hannum, William Townsend	A	Rosedale, Pa.	35 Bc
^ Hunter, Perry Ashbridge	A	Norristown, Pa.	17 Bs
^ Kendig, Raymond Clare	S	Glen Rose, Pa.	41 Bc
^ Kirk, William Thompson, 3d	S	Beverly, N. J.	24 Bs
^ Knowlton, Henry Earle	S	Haverford, Pa.	40 Bc
Kuhns, John	A	Greensburg, Pa.	8 L
^ Lawson, Mennis	S	Burke's Garden, Va.	4 L
*Leidy, Philip Ludwell	S	Philadelphia, Pa.	7 L
Love, John Gray, Jr.	A	Bellefonte, Pa.	72 Bn
^ Lukens, Edward Fell, Jr.	A	Germantown, Pa.	37 Bc
^ Martwick, William Lorimer	S	Brooklyn, N. Y.	35 Bc
*Maxwell, John Gordon	S	Merchantville, N. J.	5 M
^ Mengert, Ulric Johnson	A	Washington, D. C.	115 M
^ Moon, Edward Randolph	S	Fallsington, Pa.	13 Bs
Morgan, Sherman Parker	A	Wheeling, W. Va.	15 Bs
*Oberholtzer, Charles Herman, Jr.	S	Mont Clare, Pa.	102 M
Sharpless, Francis Parvin,	A	West Chester, Pa.	4 M
Shipley, James Emlen	A	Germantown, Pa.	16 Bs
Steere, Isaac Thomas	S	Chepachet, R. I.	113 M
Stokes, Joseph, Jr.	A	Moorestown, N. J.	16 Bs
Wagner, Samuel, Jr.	A	Philadelphia, Pa.	22 Bs
Wendell, Douglas Cary	A	Wayne, Pa.	8 L
York, Harold Quimby	A	Unadilla, N. Y.	43 Bc

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SOPHOMORE CLASS

Baily, William Lloyd, Jr.	S	<i>Ardmore, Pa.</i>	7 Bs
Brodhead, Horace Beale	A	<i>Parkesburg, Pa.</i>	7 Bs
Brown, Charles Farwell	A	<i>Brookline, Mass.</i>	69 Bn
Brown, Ernest Lancaster	A	<i>Moorestown, N. J.</i>	106 M
*Buzby, John Howard	S	<i>Atlantic City, N. J.</i>	6 L
Chamberlin, William Henry	A	<i>Camden, N. J.</i>	103 M
Chandler, George Donald	S	<i>Hockessin, Del.</i>	17 M
Clement, DeWitt Crowell	S	<i>Philadelphia, Pa.</i>	60 Bn
*Crosman, Willard Martin Rice	S	<i>Haverford, Pa.</i>	D
Forsythe, Jesse Garrett	A	<i>Wallingford, Pa.</i>	62 Bn
Gardiner, William John	S	<i>Moorestown, N. J.</i>	5 L
Gibson, Robert	A	<i>Everett, Pa.</i>	111 M
Greene, Joseph Warren, III	A	<i>Wickford, R. I.</i>	14 Bs
Haines, Robert Bowne, 3d	A	<i>Germantown, Pa.</i>	1 L
*Hall, Albert Winter	S	<i>Berwyn, Ill.</i>	58 Bn
Howland, Weston	A	<i>New Bedford, Mass.</i>	69 Bn
*Inman, Arthur Crew	S	<i>Atlanta, Ga.</i>	6 L
Jones, Herbert Lawrence	S	<i>Waterville, Me.</i>	105 M
Laverty, Maris Alexander	S	<i>Philadelphia, Pa.</i>	5 L
*Lawrence, Edwin Field, Jr.	S	<i>Sterling, Ill.</i>	2 L
Little, William Clark	A	<i>Swarthmore, Pa.</i>	107 M
McKinstry, Hugh Exton	S	<i>West Chester, Pa.</i>	66 Bn
Metcalfe, Robert Davis	S	<i>Worcester, Mass.</i>	116 M
Miller, Robert Boyd	A	<i>Pittsburgh, Pa.</i>	66 Bn
*Moore, Gilbert Henry	A	<i>Haddonfield, N. J.</i>	1 L
Napier, Arthur Howell	A	<i>Chestnut Hill, Pa.</i>	8 Bs
Painter, Donald Hinshaw	A	<i>Dayton, Ohio</i>	1 M
Price, Edmund Taber	S	<i>New Bedford, Mass.</i>	14 Bs
Ramsey, Lawrence Marshall	A	<i>Sterling, Kan.</i>	7 F
Sangree, Carl Michael	A	<i>Philadelphia, Pa.</i>	8 F
*Schoepperle, Hubert Vinzens	A	<i>Oil City, Pa.</i>	15 M

STUDENTS

Snader, Edward Roland, Jr.	s	<i>Philadelphia, Pa.</i>	D
Spaeth, John William, Jr.	A	<i>Philadelphia, Pa.</i>	67 Bn
Spellissy, Arthur Emerson	A	<i>Germantown, Pa.</i>	5 Bs
Strawbridge, Justus Clayton, 2d	A	<i>Germantown, Pa.</i>	5 Bs
VanDam, Colby Dorr	A	<i>New York, N. Y.</i>	61 Bn
VanDam, Loring	A	<i>New York, N. Y.</i>	61 Bn
*Weller, Henry Seymour	s	<i>Milwaukee, Wis.</i>	2 L
Weston, Edward Mitchell	A	<i>Philadelphia, Pa.</i>	67 Bn
Whitson, Thomas Barclay	s	<i>Moylan, Pa.</i>	114 M
Wilson, James Gordon	s	<i>Narberth, Pa.</i>	D

FRESHMAN CLASS

Alexander, John William	A	<i>Philadelphia, Pa.</i>	D
Arnold, Harrison Heikes	A	<i>Dillsburg, Pa.</i>	50 Bn
Barrie, Robert, Jr.	s	<i>Haverford, Pa.</i>	D
Bell, Herbert Hallock,	s	<i>Milton, N. Y.</i>	2 Bs
Buzby, George Haines	s	<i>Atlantic City, N. J.</i>	19 L
Cleveland, Arthur Horton, Jr.	A	<i>Chadd's Ford, Pa.</i>	6 F
Coleman, Henry Frederick, Jr.	s	<i>Logan, Pa.</i>	54 Bn
Cooper, Bennett Smedley	s	<i>Moorestown, N. J.</i>	19 L
Crosman, John Marshall	s	<i>Haverford, Pa.</i>	D
Curtis, Stephen	A	<i>Wilmington, Del.</i>	51 Bn
Deacon, Frank	s	<i>Germantown, Pa.</i>	50 Bn
Deweese, Alfred Henry	s	<i>Philadelphia, Pa.</i>	7 M
*Fitts, Dwight Robert	s	<i>Kansas City, Mo.</i>	21 L
Gilmour, Neil	A	<i>Ballston Spa, N. Y.</i>	1 Bs
Greer, Robert Bratton	A	<i>Johnstown, Pa.</i>	6 Bs
Hallett, Henry McLellan, 2d	A	<i>Lansdowne, Pa.</i>	52 Bn
Hayman, Joseph Marchant, Jr.	A	<i>Germantown, Pa.</i>	51 Bn
Hill, Henry Whitmore	s	<i>Minneapolis, Minn.</i>	63 Bn
Hisey, John Alan, Jr.	s	<i>Philadelphia, Pa.</i>	25 Bc
Hoffman, William Alexander	s	<i>Chadd's Ford, Pa.</i>	9 Bs

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Hynson, Matthew Manlove	s	Milford, Del.	53 Bn
Keay, Louis Kent	s	Clifton Heights, Pa.	D
Kendall, John Wiley	A	Washington, D. C.	21 L
Koons, Henry Webster	A	Philadelphia, Pa.	53 Bn
LeClercq, Jack George Clemenceau	Schuman		
	A	New York, N. Y.	20 L
Lester, Evan Jones, Jr.	A	Jenkintown, Pa.	7 M
Long, Charles-Francis	A	Wilkes-Barre, Pa.	4 Bs
Moore, Robert Whitcomb	s	Haddonfield, N. J.	22 L
Moore, Willard Brown	A	DuBois, Pa.	22 L
Nevin, Walter Scott	A	Narberth, Pa.	D
Painter, Herbert Joseph	A	Dayton, Ohio	2 M
Porch, Willard Ralph	A	Johnstown, Pa.	6 Bs
Porter, Edward Arthur Gribbons	s	Moylan, Pa.	18 Bs
Reeve, Augustus Henry, Jr.	A	Moorestown, N. J.	60 Bn
Sharp, Joseph Webster, 3d	A	Berwyn, Pa.	17 L
Shipley, Morris Shotwell, Jr.	s	Haverford, Pa.	D
Stief, David Ralston	A	Narberth, Pa.	25 Bc
Taber, John Clarkson	s	Brooklyn, N. Y.	52 Bn
Tatum, Oliver Parry	s	Llanerch, Pa.	3 M
Thacher, John Wilkins	s	Philadelphia, Pa.	18 L
Thorpe, Edward Sheppard, Jr.	s	Frankford, Pa.	55 Bn
Tomlinson, Albert Hibbs	s	Swarthmore, Pa.	20 Bs
Townsend, Alfred James	A	Boston, Mass.	29 Bc
Webb, Kenneth Waldie	A	Germantown, Pa.	29 Bc
Wright, William Jenks	A	Chestnut Hill, Pa.	17 L

SPECIAL STUDENTS

Burket, John Warren	Wayne, Pa.	4 L
Darlington, Willard Marshall	West Chester, Pa.	8 Bs
Harding, William Hover	Chicago, Ill.	20 L
Hartman, Lewis Evans	Lancaster, Pa.	18 L

STUDENTS

Howey, Loyal Green	<i>Lincoln, Neb.</i>	58 Bn
Johnson, Henry Alden	<i>Haverford, Pa.</i>	D
Kerbaugh, Malcolm Dean	<i>Bryn Mawr, Pa.</i>	D
Klock, Harvey	<i>Herndon, Pa.</i>	43 Bc
Knight, Clinton Prescott, Jr.	<i>Providence, R. I.</i>	7 L
Lovell, George Willard	<i>Crowley, La.</i>	1 Bs
Lusson, Louis Camille Olry	<i>Ardmore, Pa.</i>	D
Paxson, Newlin Fell	<i>Philadelphia, Pa.</i>	108 M
Schenck, Henry Paul	<i>Philadelphia, Pa.</i>	71 Bn
Schoch, Wendell Deringer	<i>St. Davids, Pa.</i>	D
Woodbridge, Raymond Lester	<i>Germantown, Pa.</i>	41 Bc

SUMMARY

Graduate Students.....	2
Seniors.....	41
Juniors.....	35
Sophomores.....	41
Freshmen.....	45
Specials.....	15

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ADMISSION

Candidates for admission to the Freshman class shall make application on a blank which will be furnished, on request, by the President of the College. (See page 88.)

Each candidate shall also present a certificate of character from the principal of the school last attended. Principals are requested to write fully as to the character, habits, and ability of applicants. Such statements will have due weight in determining the question of admission.

The subjects which may be presented for admission are divided into two groups in accordance with the following table. The figures given represent "units" according to the system of the Carnegie Foundation.*

Group I (required of all candidates):

English A†	}	..... 3
English B		
Algebra A	}	..... 1½
Algebra B		
Plane Geometry.....		1
One History‡.....		1

* "A unit represents a year's study in any subject in a secondary school, constituting approximately a quarter of a full year's work. A four years' secondary school curriculum should be regarded as representing not more than sixteen units of work."

† For definitions of these subjects see pages 27-38.

‡ Candidates for the A.B. degree must present Ancient History.

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Group II (elective):

Latin A.....	2
Latin B $\left\{ \begin{array}{l} \text{Cicero*} \\ \text{Vergil} \\ \text{Composition} \end{array} \right\}$	2
Greek.....	3
Elementary German.....	2
Advanced German.....	1
Elementary French.....	2
Advanced French.....	1
Histories, each.....	1
Solid Geometry and Trigonometry.....	1
Chemistry.....	1
Physics.....	1
Zoölogy.....	1
Botany.....	1
Physiology.....	1

Every student must present for admission subjects having a total value of $14\frac{1}{2}$ units arranged as follows:

For the A.B. degree:

All subjects in Group I.....	$6\frac{1}{2}$
Latin A and Latin B.....	4
Other subjects from Group II (including one language).....	4

For the S.B. degree:

All subjects in Group I.....	$6\frac{1}{2}$
Subjects from Group II (including at least four units in the languages).....	8

* Any two of the three subdivisions under Latin B together with Latin A will be accepted as constituting three units.

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The candidate may give evidence of his preparation in these requirements by either of the following plans for admission:

I. *By Examination only.* The candidate must take entrance examinations in *all* the subjects, which he presents for admission. He may take examinations in any of these subjects as preliminary examinations a full year or more before he intends to enter college, but no student will be admitted to a preliminary examination without a certificate from his teacher specifying the subjects in which he is prepared.

Students unable to pass all the examinations may be admitted with a few conditions. Each case will be decided on its merits.

II. *By both Examination and Certificate.* The student must present, on blanks supplied by the College and signed by the principal of the school which he has attended, a complete record of his work on all subjects during the last four years of preparation, with the time spent and the grade received in each study. This work is expected to include the subjects with a total value of $14\frac{1}{2}$ units prescribed on the preceding page.

He must also take entrance examinations in three subjects,—English, mathematics, and one foreign language. The English will be the examination defined as English B. The mathematics will be both Algebra B and Plane Geometry. The language required will be, for the A.B. degree, Latin B; for the S.B. degree, either Elementary German or Elementary French. The three examinations must all be taken at one time either in the Sixth month or the Ninth month.

ADMISSION

On the basis of his certificate and his marks in these examinations the applicant will be either admitted without conditions or rejected with permission to apply again for admission according to either plan.*

This plan is intended mainly for good students, who, deciding late in their school courses to enter Haverford, would find it difficult to prepare themselves for examination in all their entrance subjects, but could readily pass a good examination in three fundamental subjects of their school course and present a satisfactory certificate for all of it. Candidates of only average ability and those who can take preliminary examinations in regular order will gain nothing by adopting this plan.

Special Students.—Students not candidates for degrees may be permitted to pursue special courses, for proficiency in which certificates may be granted; but this permission will be given only to students of ability and character sufficient to insure their success.

Advanced Standing.—Candidates may be admitted to advanced classes if found proficient in all the preceding studies of the course. Each case will be considered on its merits. Students entering from other colleges must present certificates of honorable dismissal.

SCHEDULE OF EXAMINATIONS FOR ADMISSION

Examinations for admission to the Freshman class according to either of the plans described above are held at the College twice a year, in the Sixth month and the

* In a few exceptional cases a student who fails in one examination but passes the other two examinations with high marks may be admitted if at the next examination period he repeats the examination in the subject in which he failed and passes it with a high mark.

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Ninth month. For students living at a distance special arrangements may be made for taking the examinations elsewhere. Examinations of the College Entrance Examination Board or of the Regents of the State of New York may be taken in place of the corresponding Haverford examinations.

In 1915 the order of examinations will be as follows:

Sixth month 14th and Ninth month 20th.

9.00-11.30	Elementary German.
11.30- 1.00	Advanced German.
12.00- 1.00	English A.
2.00- 4.00	English B.
4.00- 5.30	Physics.

Sixth month 15th and Ninth month 21st.

9.00-10.00	Cicero.	} Latin B.
10.00-11.00	Vergil.	
11.00-11.45	Composition.	
11.30- 1.00	Latin A.	
9.00-10.30	Zoölogy.	
9.00-10.30	Botany.	
10.30-12.00	Chemistry.	
10.30-12.00	Physiology.	
2.00- 4.00	Elementary French.	
4.00- 5.30	Advanced French.	
2.00- 3.15	Xenophon.	
3.15- 4.30	Homer and Sight Translation.	
4.30- 5.30	Greek Composition.	
2.00- 5.00	Solid Geometry and Trigonometry.	

ADMISSION

Sixth month 16th and Ninth month 22nd.

9.00-10.30	Plane Geometry.
10.30-12.00	Algebra B.
12.00- 1.00	Algebra A.
2.00- 3.15	Ancient History.
3.15- 4.30	American History and Civil Govern- ment.
4.30- 5.45	Medieval and Modern European History.
4.30- 5.45	English History.

REQUIREMENTS FOR ADMISSION IN THE SEVERAL SUBJECTS

ENGLISH

The English examination is divided into two parts, A and B, which may be taken separately. No candidate will be accepted in English whose work is notably defective in spelling, punctuation, idiom, or division into paragraphs.

English A—Reading.

Certain books are selected for reading. The candidate will be required to give a list of the books he has read. The form of examination will usually be the writing of a short theme on a subject chosen by the candidate from several set before him in the examination paper. The treatment of the topic should show the candidate's power of clear and accurate expression and will call for only a general knowledge of the substance of the books read.

For entrance in 1915 to 1919, the candidate must choose at least ten units* from the following groups, two units from each group.

* Each unit is set off by semicolons.

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Group I.

The *Old Testament*, comprising at least the chief narrative episodes, in Genesis, Exodus, Joshua, Judges, Samuel, Kings, and Daniel, together with the books of Ruth and Esther; the *Odyssey*, with the omission, if desired, of Books I, II, III, IV, V, XV, XVI, XVII; the *Iliad*, with the omission, if desired, of Books XI, XIII, XIV, XV, XVII, XXI; Vergil's *Aeneid*. The *Odyssey*, *Iliad*, and *Aeneid* should be read in English translations of recognized literary excellence.

For any unit of this group a unit from any other group may be substituted.

Group II.—Shakspeare.

Shakspeare, *Midsummer-Night's Dream*; *Merchant of Venice*; *As You Like It*; *Twelfth Night*; *The Tempest*; *Romeo and Juliet*; *King John*; *Richard II*; *Richard III*; *Henry V*; *Coriolanus*; *Julius Cæsar*; *Macbeth*; *Hamlet*. N.B.—The last three only if not chosen for study.

Group III.—Prose Fiction.

Malory, *Morte d'Arthur* (about 100 pages); Bunyan, *Pilgrim's Progress*, Part I; Swift, *Gulliver's Travels* (*Voyages to Lilliput and to Brobdingnag*); Defoe, *Robinson Crusoe*, Part I; Goldsmith, *Vicar of Wakefield*; Frances Burney, *Evelina*; Scott, *Novels*, any one; Jane Austen, *Novels*, any one; either Maria Edgeworth, *Castle Rackrent*, or *The Absentee*; Dickens, *Novels*, any one; Thackeray, *Novels*, any one; George Eliot, *Novels*, any one; Mrs. Gaskell, *Cranford*; either Kingsley, *Westward Ho!* or *Hereward the Wake*; Reade, *The Cloister and the Hearth*; Blackmore, *Lorna Doone*; Hughes, *Tom Brown's School-days*; Stevenson, either *Treasure Island*, or *Kidnapped*, or

ADMISSION

The Master of Ballantrae; Cooper, *Novels*, any one; Poe, *Selected Tales*; Hawthorne, either *The House of the Seven Gables*, or *Twice Told Tales*, or *Mosses from an Old Manse*; a collection of short stories by various standard writers.

Group IV.—Essays, Biography, etc.

Either the *Sir Roger de Coverley Papers*, or selections from *The Tatler* and *The Spectator* (about 200 pages); Boswell, *Selections from the Life of Johnson* (about 200 pages); Franklin, *Autobiography*; Irving, either selections from the *Sketch Book* (about 200 pages), or *The Life of Goldsmith*; Southey, *Life of Nelson*; Lamb, selections from the *Essays of Elia* (about 100 pages); Lockhart, selections from the *Life of Scott* (about 200 pages); Thackeray, *Lectures on Swift, Addison and Steele in the English Humorists*; Macaulay, one of the following essays: *Lord Clive*, *Warren Hastings*, *Milton*, *Addison*, *Goldsmith*, *Frederic the Great*, or *Madame d'Arblay*; Trevelyan, selections from *Life of Macaulay* (about 200 pages); Ruskin, either *Sesame and Lilies*, or selections (about 150 pages); Dana, *Two Years Before the Mast*; Lincoln, selections, including at least the two Inaugurals, the Speeches in Independence Hall and at Gettysburg, the Last Public Address, and Letter to Horace Greeley, together with a brief memoir or estimate of Lincoln; Parkman, *The Oregon Trail*; Thoreau, *Walden*; Lowell, *Selected Essays* (about 150 pages); Holmes, *The Autocrat of the Breakfast Table*; Stevenson, *Inland Voyage*, and *Travels with a Donkey*; Huxley, *Autobiography* and selections from *Lay Sermons*, including the addresses on *Improving Natural Knowledge*, *A Liberal Education*, and *A Piece of Chalk*; a collection of essays by Bacon, Lamb, DeQuincey, Hazlitt, Emerson and later writers; a collection of letters by various standard writers.

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Group V.—Poetry.

Palgrave, *Golden Treasury* (First Series) Books II and III, with special attention to Dryden, Collins, Gray, Cowper, and Burns; Palgrave, *Golden Treasury* (First Series) Book IV, with special attention to Wordsworth, Keats, and Shelley (if not chosen for study); Goldsmith, *The Traveller* and *the Deserted Village*; Pope, *The Rape of the Lock*; a collection of *English and Scottish Ballads*, as, for example, some *Robin Hood Ballads*; *The Battle of Otterburn*, *King Estmere*, *Young Beichan*, *Bewick and Grahame*, *Sir Patrick Spens*, and a selection from later ballads; Coleridge, *The Ancient Mariner*, *Christabel*, and *Kubla Khan*; Byron, *Childe Harold*, Canto III or IV, and *The Prisoner of Chillon*; either Scott, *The Lady of the Lake* or *Marmion*; Macaulay, *The Lays of Ancient Rome*, *The Battle of Naseby*, *The Armada*, *Ivry*; Tennyson, either *The Princess*, or *Gareth and Lynette*, *Lancelot and Elaine*, and *The Passing of Arthur*; Browning, *Cavalier Tunes*, *The Lost Leader*, *How They Brought the Good News from Ghent to Aix*, *Home Thoughts from Abroad*, *Home Thoughts from the Sea*, *Incident of the French Camp*, *Hervé Riel*, *Pheidippides*, *My Last Duchess*, *Up at a Villa—Down in the City*, *The Italian in England*, *the Patriot*, “*De Gustibus—*,” *The Pied Piper*, *Instans Tyrannus*; Arnold, *Sohrab and Rustum*, and *The Forsaken Merman*; selections from *American Poetry*, with special attention to Poe, Lowell, Longfellow, and Whittier.

English B—Study and Practice.

This part of the examination presupposes the thorough study of each of the works named below. The examination will be upon the subject matter, style, and literary

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history. For entrance in 1915 to 1919 one from each of the following groups should be selected.

Group I.—Drama.

Shakspeare, *Julius Cæsar*, *Macbeth*, *Hamlet*.

Group II.—Poetry.

Milton, *L'Allegro*, *Il Penseroso*, and either *Comus* or *Lycidas*; Tennyson, *The Coming of Arthur*, *The Holy Grail*, and *The Passing of Arthur*; the selections from Wordsworth, Keats, and Shelley in *Book IV* of *Palgrave's Golden Treasury* (First Series).

Group III.—Oratory.

Burke, *Speech on Conciliation with America*; Macaulay, *Two Speeches on Copyright*, and Lincoln, *Speech at Cooper Union*; Washington, *Farewell Address*, and Webster, *First Bunker Hill Oration*.

Group IV.—Essays.

Carlyle, *Essay on Burns*, with a selection from Burns's *Poems*; Macaulay, *Life of Johnson*; Emerson, *Essay on Manners*.

MATHEMATICS

The definition of the requirements in Mathematics is the same as that of the College Entrance Examination Board.

Algebra A—To Quadratics.

The four fundamental operations for rational algebraic expressions.

Factoring, determination of highest common factor and lowest common multiple by factoring.

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Fractions, including complex fractions, ratio and proportion.

Linear equations, both numerical and literal, containing one or more unknown quantities.

Problems depending on linear equations.

Radicals, including the extraction of the square root of polynomials and of numbers.

Exponents, including the fractional and negative.

Algebra B—Quadratics and beyond.

Quadratic equations, both numerical and literal.

Simple cases of equations, with one or more unknown quantities, that can be solved by the methods of linear or quadratic equations.

Problems depending on quadratic equations.

The binomial theorem for positive integral exponents.

The formulas for the n th term and the sum of the terms of arithmetical and geometrical progressions, with applications.

It is assumed that pupils will be required throughout the course to solve numerous problems which involve putting questions into equations. Some of these problems should be chosen from mensuration, from physics, and from commercial affairs. The use of graphical methods and illustrations, particularly in connection with the solution of equations, is also expected.

Plane Geometry.

The usual theorems and constructions of good textbooks, including the general properties of plane rectilinear figures; the circle and the measurement of angles; similar polygons; areas; regular polygons and the measurement of the circle.

ADMISSION

The solution of numerous original exercises, including problems in loci.

Applications to the mensuration of lines and plane surfaces.

Solid Geometry.

The usual theorems and constructions of good textbooks, including the relation of planes and lines in space; the properties and measurement of prisms, pyramids, cylinders, and cones; the sphere and the spherical triangle.

The solution of numerous original exercises, including problems in loci.

Application to the mensuration of surfaces and solids.

Plane Trigonometry.

Definitions and relations of the six trigonometric functions as ratios; circular measurement of angles.

Proofs of the principal formulas, in particular for the sine, cosine, and tangent of the sum and the difference of two angles, of the double angle and the half angle, the product expressions for the sum or the difference of two sines or of two cosines, etc.; the transformation of trigonometric expressions by means of these formulas.

Solution of trigonometric equations of simple character.

Theory and use of logarithms (without the introduction of work involving infinite series).

The solution of right and oblique triangles, and practical applications.

In each subject stress will be laid upon accuracy and neatness of work. Results should be verified.

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HISTORY

(a) *Ancient History*, with special reference to Greek and Roman history, and including also a short introductory study of the more ancient nations and the chief events of the early Middle Ages down to the death of Charlemagne.

(b) *Medieval and Modern European History*, from the death of Charlemagne to the present time.

(c) *English History*.

(d) *American History and Civil Government*.

Each of the above subjects is intended to represent one year of historical work wherein the study is given five times a week, or two years of historical work wherein the study is given three times a week.

The work should include the use of good text-books, collateral reading, practice in written work, and in locating places and movements on outline maps. The candidate should be trained in comparison and in the use of judgment as well as in the use of memory.

LATIN

Latin A. Cæsar, *Gallic War*, Books I-IV. Forms and constructions and sight translation.

Latin B. (a) Cicero, the speech *On the Manilian Law*, the four *Against Catiline*, and the speech *For Archias*; sight translation. (b) Vergil, *Aeneid*, Books I-VI; sight translation. (c) Translation into Latin of an English passage, based on some portion of the Cæsar or of the Cicero prescribed. Other books of Cæsar or speeches of Cicero may be offered by the candidate instead of those mentioned, *provided due notice be given*.

ADMISSION

GREEK

(a) Xenophon, *Anabasis*, Books I-IV. (b) Homer, *Iliad*, Books I-III, omitting the Catalogue of Ships. (c) The translation at sight of simple Attic prose. (d) The translation into Greek of a simple English passage based upon some portion of the Xenophon prescribed.

The examinations will be designed to test the candidate's knowledge of grammatical forms and constructions, his ability to translate into idiomatic English, and the intelligence with which he has read the prescribed books.

GERMAN

Elementary German, admitting to German 1. A knowledge of German grammar and vocabulary sufficient to enable the candidate to translate at sight into idiomatic English easy passages taken from modern German prose; to write out typical declensional and conjugational paradigms and such other grammatical forms as are usually given in school grammars; and to translate into German simple English sentences or a piece of easy connected prose.

Candidates should have read in preparation not less than three hundred pages of modern German, including reading at sight, from the works of at least three different authors.

Advanced German, admitting, with the consent of the instructor, to German 2. A more thorough knowledge of grammar, vocabulary and idiom than that required for Elementary German, enabling the candidate to read at sight more difficult prose as well as poetry, and to translate into German a number of English sentences or

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a piece of connected prose requiring both appreciation of the English idiom and knowledge of the corresponding German idiom. The work done in German 1 (see page 48) will be considered adequate for preparation.

Students presenting themselves for examination in Advanced German will not be given credit for it unless they pass also the examination in Elementary German.

FRENCH.

Elementary French, admitting to French 1. (a) Proficiency in elementary grammar, including the more common irregular verbs. (b) Ability to translate simple French prose and to put into French short sentences requiring a knowledge of the simpler idioms. Candidates should have read in preparation not less than three hundred pages, including reading at sight, from the works of at least three different authors. The books read in French A (see page 50) will be considered adequate for preparation.

Advanced French, admitting, with the consent of the instructor, to French 2. (a) Thorough knowledge of grammar. (b) Ability to translate ordinary French of the nineteenth century. (c) Command of idiom sufficient to put into French a connected passage of ordinary English prose. As preparation an equivalent of the work done in French 1 (see page 50) is adequate.

Students who have presented themselves for examination in Advanced French will not be given credit for it unless they have passed also the examination in Elementary French.

ADMISSION

PHYSICS

The requirement will be one year's work, covering mechanics, sound, heat, light, and electricity. Emphasis will be laid upon the solution of problems. All students who have had laboratory work will be required to leave their laboratory note-books with the instructor at the time of the examination.

CHEMISTRY

The requirements in chemistry will comprehend a course of at least sixty experiments performed by the pupil and accompanied by systematic instruction in the common elements and their compounds, including chemical equations, the simple gas laws, and the fundamental atomic and molecular theories. The student's original laboratory note-book, endorsed by his teacher, must be presented at the time of the examination.

ZOOLOGY

The requirement will be one year's work, which should include dissection of types of several of the groups of the animal kingdom and a knowledge of the classification of animals. The student's original laboratory note-book, endorsed by his teacher, must be presented at the time of the examination.

BOTANY

The requirement will be one year's work. The student will be expected to have a fairly definite knowledge of the seed and seedling, root, stem, and leaf, the flower and fruit, the cell, and the natural history and classifica-

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tion of plants. The student's original laboratory notebook, endorsed by his teacher, must be presented at the time of the examination.

PHYSIOLOGY

The requirement will be one year's work, and will cover definitions and principles of physiologic study; protoplasm and its functions; chemistry of body tissues; functional activity of muscular, nervous, epithelial, and connective tissues; the digestive, circulatory, and respiratory systems, and the special senses.

COURSE OF STUDY

The course of study includes both required and elective subjects, thus combining the breadth of knowledge and culture that comes from variety of studies with opportunity for concentration on limited fields. In addition to a general course in arts or in science, by proper choice of electives more specialized courses can be taken in mechanical engineering, in electrical engineering, in industrial chemistry, or in the preparatory work required for admission to medical schools.

Required Subjects.—English and one foreign language* are required for the first two years, mathematics and another foreign language for the Freshman year. At least one course in laboratory science must be taken before graduation.† Elementary courses in history, economics, psychology, Biblical literature, ethics, and social work are required during the last three years of the course. The differences in the requirements for the A.B. and the S.B. degree are indicated by the two foot-notes on this page.

Electives.—Some choice in languages and in one other group of subjects is allowed in Freshman year, two electives are to be chosen in Sophomore year. In both Junior and Senior years four elective courses are required and a fifth is permitted. But in choosing electives it is required that after Freshman year one subject be continued through three years and two others through two years. One required course or half-course may be counted as one year's course in the three year sequence.

* For the A.B. degree either Greek or Latin must be presented for admission and continued in both Freshman and Sophomore years; for the S.B. degree either French or German must be taken in both Freshman and Sophomore years.

† It is further required that for the A.B. degree *one* course from the group: biology, chemistry, physics, mathematics must be taken after the Freshman year; for the S.B. degree *two* courses from this group are required after Freshman year.

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CURRICULUM

<i>Freshman Year</i>		HOURS
English 1 and 2.....		2
Two from* {	Latin A or 1 Greek A or 1 French A, 1, or 2 German A, 1, or 2 }	8
Mathematics 1 and 1'.....		4
One from {	Chemistry 1 Physics A Engineering 1 and 1' Government 1a and History 1b }	3 or 4
Physical Training (Biology 1a first quarter).....		2
<i>Sophomore Year</i>		
English 3.....		2
History 2a and Economics 1b.....		3
One of the languages taken in Freshman year*.....		4
Two from† {	Greek A, 1, or 2 Latin A, 1, or 2 French A, 1, or 2 German A, 1, or 2 Biology 2 Chemistry 1 or 2 Physics 1 Mathematics 2 Engineering 2 and 2' Biblical Literature 4 }	8
Physical Training.....		2
<i>Junior Year</i>		
Philosophy 1a and Biblical Literature 1b.....		3
Elective courses†.....		12†
<i>Senior Year</i>		
Social Work 3a and Philosophy 5b.....		3
Elective courses†.....		12†

The letter *a* indicates first half-year. The letter *b* indicates second half-year.

* See first foot-note on preceding page.

† See requirements in laboratory science mentioned on the preceding page (and second foot-note).

‡ Not less than 15 and not more than 20 hours may be taken altogether in either half of Junior or of Senior year.

COURSES OF INSTRUCTION

3. *Greek Literature.* Herodotus, Books VII and VIII; Thucydides, Books VI and VII; representative Greek dramas, both tragedy and comedy.

Professor Baker; 3 hours.

4. *Greek Literature.* Plato, selected dialogues; Aeschines, *Against Ctesiphon*, and Demosthenes, *On the Crown*.

Professor Baker; 3 hours.

[Not offered in 1915-16.]

5. *Advanced Greek Prose Composition.* Exercises and conferences. This course should be taken for at least one year by all candidates for Honors. Those who desire to qualify for High Honors are advised to take it all four years of their College course.

Professor Baker; 1 hour.

6b. *Masterpieces of Greek Literature in English.* Knowledge of Greek is not necessary for this course. It is designed primarily for men who have not studied the language, but wish to get some idea of the literature. It will include (1) lectures on the history of Greek literature, its characteristic features, and its influence; (2) collateral reading, in translation, of the *Iliad* and *Odyssey*, selected works of Plato, and selected plays of Aeschylus, Sophocles, Euripides, and Aristophanes.

Professor Baker; 3 hours, second half-year.

LATIN

Either Latin 1 and 2 or Greek 1 and 2 are required of candidates for the A.B. degree in Freshman and Sophomore years respectively. All Latin courses are open as electives to those properly qualified.

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A. *Course for Beginners.* This course, usually given in alternate years, consists of a thorough grounding in the elements of Latin grammar and the reading of at least three books of Cæsar's *Gallic War*, and as much as possible in Cicero's orations (see the entrance requirements, page 34) and in Vergil.

Professor R. M. Gummere; 4 hours.

1. *Freshman Latin.* Selections from Livy; Vergil, *Bucolics* and fourth *Georgic*; Pliny, selected letters. Translation at sight. Prose composition.

Professor R. M. Gummere; 4 hours.

2. *Sophomore Latin.* Terence, *Andria*; Plautus, *Menaechmi*; Horace, *Odes* and *Epodes*; Tacitus, *Germania* and *Agricola*. Translation at sight. History of Latin literature.

Professor R. M. Gummere; 4 hours.

3. *Latin Literature.* Students electing Latin in the Junior and Senior years will meet with the instructor individually or in small groups. The reading will be chosen from the following list:—Catullus, Cicero, the *Satires* of Horace and Juvenal, Lucretius, Petronius, Quintilian, Plautus and Terence, and the *Annals* of Tacitus. Special subjects will also be studied, adapted to the needs of the individual student. The work of this course is so varied that it may be taken for two years.

Professor R. M. Gummere; 3 hours.

5. *Advanced Latin Composition.*

Professor R. M. Gummere; 1 hour.

COURSES OF INSTRUCTION

6a. *Comparative Literature.* Studies in the Latin originals of the English essay.

Professor R. M. Gummere; 3 hours, first half-year

ENGLISH LANGUAGE AND LITERATURE

English 1 and 2 are required of all Freshmen, English 3 of all Sophomores. The other courses are elective for Juniors and Seniors. No student will be graduated who cannot write a creditable style extemporaneously

1. *Freshman English.* An introduction to literary aims, methods, and results. Typical aspects of British and American literature are illustrated by the study of Lamb, Dickens, Tennyson, Kipling, Emerson, Lowell, Poe, and Whitman. Lectures and class room discussions. Frequent themes count as half of the work.

V. O. Freeburg; 1½ hours.

2. *Freshman English Literature.* Lectures on the foundations of English literature, and on its development down to the time of Shakspeare.

Professor F. B. Gummere; ½ hour.

3. *Sophomore Composition.* Weekly practice in the various types of contemporary professional writing. This course also includes some practice in oral composition. A prerequisite for each theme is the study of illustrative literature.

V. O. Freeburg; 2 hours.

6b. *Debating.* A course in the science and practice of debating, which aims to develop clear, logical, and

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convincing speech. About two thirds of the time is devoted to formal debates. Foster, *Argumentation and Debating*. Limited to twelve Juniors.

V. O. Freeburg; 3 hours, second half-year.

8a. *Early English*. Bright, *Anglo-Saxon Reader; Elene*.

Professor F. B. Gummere; 3 hours, first half-year.

[Not offered in 1915-16.]

9a. *Middle English*. English literature in the thirteenth and fourteenth centuries. Chaucer, *Canterbury Tales*. English and Scottish ballads. Lectures and readings.

Professor F. B. Gummere; 3 hours, first half-year.

10b. *Elizabethan Literature*. Lectures on the development of the drama, down to Shakspeare. Readings in Elizabethan drama. All the plays of Shakspeare, two of which are read critically in class.

Professor F. B. Gummere; 3 hours, second half-year.

11a. *English Literature of the Seventeenth Century*. Lectures, with readings in the general literature and a special study of Milton. Selections from the minor poems, *Comus*, certain books of *Paradise Lost*, and all of *Samson Agonistes* are read in class.

Professor F. B. Gummere; 3 hours, first half-year.

12a. *Eighteenth Century Literature*. A study of representative works by Addison, Steele, Swift, Pope, Johnson, Goldsmith, Sheridan, and Gray. Lectures, class room discussions, and frequent written tests.

V. O. Freeburg; 3 hours, first half-year.

[Not offered in 1915-16.]

COURSES OF INSTRUCTION

13a. *Nineteenth Century Poetry*. Interpretative analysis of poems selected from the works of Coleridge, Wordsworth, Shelley, Byron, Keats, Rossetti, Arnold, Clough, Tennyson, and Browning. Lectures, class room discussions, and frequent written tests.

V. O. Freeburg; 3 hours, first half-year.

14b. *Dramatic Literature*. An examination of the theory and technic of modern English drama, with special attention to the practice and aims of Pinero, Wilde, Jones, Shaw, Synge, Galsworthy, and one or two American dramatists. The course is designed for students who are specializing in dramatic literature, and is open only to those who elect, or have elected, English 10b or French 6a.

V. O. Freeburg; 3 hours, second half-year.

GERMAN

All German courses are elective for those who have satisfactorily completed the prerequisites.

Students wishing to qualify for German 1 may present a satisfactory certificate of their school instruction or may pass the final examination in German A or the entrance examination in Elementary German.

A. *Course for Beginners*. Grammar, reading, composition, conversation, dictation, sight-reading. Bacon, *Elements of German*. Such books as the following are read: Betz, *Till Eulenspiegel*; Storm, *Immensee*; Schiller, *Der Neffe als Onkel*; Hauff, *Die Karawane*; Müller, *Deutsche Liebe*.

T. K. Brown, Jr.; 4 hours.

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1. *Freshman German.* Review of grammar and composition. Such books as the following are read: Eichen-dorff, *Aus dem Leben eines Taugenichts*; Gerstäcker, *Irrfahrten*; Lessing, *Minna von Barnhelm*; Arnold, *Aprilwetter*; Baumbach, *Das Habichtsfraulein*. The following books may be read outside of class: Fouqué, *Undine*; Dahn, *Ein Kampf um Rom* (abridged); Sudermann, *Frau Sorge*; von Scheffel, *Der Trompeter von Säkkingen*.

T. K. Brown, Jr.; 4 hours.

2. *Sophomore German.* Study in class of representative classics of modern German literature from the works of the following authors: Lessing, Goethe, Schiller, H. von Kleist, Grillparzer, Hebbel, Ludwig, Freytag. Outside reading of selected works by Heine, von Schef-fel, Keller.

T. K. Brown, Jr.; 4 hours.

3a. *Prose Composition.* Review of grammar. Pope, *German Prose Composition*. Dictation, conversation, written reports in German. A text, such as Bacon, *Im Vaterland*, is used as a basis for the introduction of the student to the language of modern daily life, and for discussion of German institutions.

T. K. Brown, Jr.; 3 hours, first half-year.
[Not offered in 1915-16.]

4. *Scientific German.* Wait, *German Science Reader*; Helmholtz, *Populäre Vorträge*. Translation in class of difficult prose in science, history and philosophy, together

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with private reading of articles in current German periodicals, or of such material as contributes to the student's special interests.

T. K. Brown, Jr.; 3 hours.

5a. *Goethe's Faust*. A detailed study in class of both parts of *Faust*. Lectures on the early legends of Faust and their treatment in European literature. Outside reading of various kindred dramas, such as Calderón, *El Mágico Prodigioso*; Marlowe, *Doctor Faustus*; Byron, *Manfred*; Browning, *Paracelsus*; Hauptmann, *Die versunkene Glocke*. Short theses on topics from the outside reading.

T. K. Brown, Jr.; 3 hours, first half-year.

6b. *German Literature of the Nineteenth Century*. Lectures on the main literary phenomena of the last century. Study in class of typical works of such writers as H. von Kleist, Arndt, Körner, Heine, Uhland, Grillparzer, Hebbel, Sudermann, Hauptmann.

T. K. Brown, Jr.; 3 hours, second half-year.

7b. *Middle High German*. Wright, *Middle High-German Primer*; Paul, *Mittelhochdeutsche Grammatik*. Bartsch, *Das Nibelungenlied*; poems of Walther von der Vogelweide.

T. K. Brown, Jr.; 3 hours, second half-year.

FRENCH

All French courses are elective for Juniors and Seniors who have satisfactorily completed the prerequisites.

Students wishing to qualify for French 1 may present

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a satisfactory certificate of their school instruction in French, or may pass the final examination in French A or the entrance examination in Elementary French.

A. *Course for Beginners.* Elementary grammar and the reading of simple texts. The following books are used: Fraser and Squair, *French Grammar*; About, *Le Roi des Montagnes*; Halévy, *Un Mariage d'Amour*; Labiche, *Le Voyage de Monsieur Perrichon*.

Professor Spiers; 4 hours.

1. *Freshman French.* Grammar work and reading. The following books are used: Spiers, *French Exercises*; Daudet, *Tartarin de Tarascon*; Thiers, *Expédition de Bonaparte en Egypte*; Voltaire, *Contes*; Loti, *Pêcheur d'Islande*; Balzac, *Eugénie Grandet*; Hugo, *Hernani*.

Professor Spiers; 4 hours.

2. *Sophomore French.* Reading, both in the class room and as outside work, of French classics. Typical works of the following authors are read: Corneille, Racine, Molière, La Fontaine, Mme. de Lafayette, Voltaire, Chateaubriand, Hugo, Lamartine, Musset, Bornier, Rostand. In connection with the above the instructor gives a few lectures on the history of French literature.

Professor Spiers; 4 hours.

3. *History of French Literature.* A lecture course treating the history of French literature from its origins to the present time. A large amount of outside reading, with written reports, is required. This course is

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conducted partly in French, and is open only to students who have passed creditably in French 2.

Professor Spiers; 3 hours.

[Not offered in 1915-16.]

4. *Composition and Conversation.* A course in French conversation and advanced composition. This course may be elected only after consultation with the instructor.

Professor Spiers; 3 hours.

5. *French Authors and Literary Types.* Reading, conferences, and reports on limited fields of French literature—*e. g.*, the works of Molière, Balzac, or Vigny. French novelists of the nineteenth century. This course is regularly open to Juniors and Seniors only; others may be admitted with the permission of the instructor. It counts as a two-hour course or as a three-hour course, according to the work chosen.

Professor Spiers.

6a. *Comparative Drama.* Characteristic plays by the following dramatists are studied: Aeschylus, Sophocles, Shakspeare, Corneille, Racine, Molière, Schiller, Lessing, Alfieri, Calderón, Goldsmith, Sheridan, Pinero, Ibsen, Hauptmann, Stephen Phillips, Augier, and Brieux.

Professor Spiers; 3 hours, first half-year.

[Not offered in 1915-16.]

SPANISH

1. *Course for Beginners.* An elementary course intended for those who wish the essentials of the Spanish language, either for a business career or for literary work. The following books are used: Hills and Ford,

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A Spanish Grammar; Alarcón, *El Sombrero de Tres Picos*; Taboada, *Cuentos Alegres*; Moratín, *El Sí de las Niñas*; Calderón, *La Vida es Sueño*.

Professor Spiers; 3 hours.

ITALIAN

1. *Course for Beginners.* An elementary course in reading Italian. Grandgent, *Italian Grammar*; Wilkins and Altrocchi, *Italian Short Stories*; Marinoni, *Italian Reading*, are used. Selections are read from Goldoni, Boccaccio, Dante.

Professor Spiers; 3 hours.

[Not offered in 1915-16.]

MATHEMATICS

The courses in mathematics are arranged as far as possible to suit the needs of those students who (1) take them as part of their required Freshman and Sophomore work and do not intend to proceed further in mathematics, or (2) elect them as a minor subject and take either physics or engineering as a major subject, or (3) elect them as a major subject.

Courses 1, 2, 3, and 4 are given every year. The electives offered in any one year will be such as the needs of the department may require. Courses, either for undergraduates or graduates, on certain subjects other than those named below may be arranged for by consultation with the instructor.

In the Library will be found some of the principal journals, treatises, and collected works. There are also libraries near by where other works and journals may

COURSES OF INSTRUCTION

be consulted. In one of the lecture rooms is a collection of mathematical models.

Courses $1a$, $1b$, $1a'$, and $1b'$ are required of all Freshmen, except that students who have presented solid geometry and trigonometry for entrance may, with the consent of the professor in charge, substitute $1c'$ for $1a'$, $1b'$. The required courses, together with $1c$, constitute the honor courses in mathematics for Freshmen.

Courses $2a$ and $2b$ are for Sophomores. These courses, together with $2c$, constitute the honor courses in mathematics for Sophomores.

Courses $3a$ and $3b$ should be taken by students electing mathematics in the Junior year. These courses, together with $3c$, constitute the honor courses in mathematics for Juniors.

The Freshman and Sophomore mathematical prizes are open only to students taking the honor courses in these years.

$1a$ and $1b$. *Algebra*, including infinite series, undetermined coefficients, the binomial theorem for fractional and negative exponents, logarithms, probability, determinants, and the elements of the theory of equations. Fine, *College Algebra*.

Professor Reid; 2 hours.

$1a'$. *Solid Geometry and Mensuration*. Wentworth-Smith, *Solid Geometry*.

Professor Wilson; 2 hours, first half-year.

$1b'$. *Trigonometry*. The elements of plane trigonometry, including the solution of right and oblique plane tri-

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angles, with applications to practical problems. Hun and MacInnes, *Plane Trigonometry*.

Professor Wilson; 2 hours, second half-year.

1c. *Special Topics in Algebra.*

Professor Reid; 1 hour.

1c'. *Special Topics in Trigonometry and Solid Geometry*, including spherical trigonometry.

Professor Wilson; 2 hours.

2a. *Plane Analytic Geometry*. Fine and Thompson, *Coördinate Geometry*.

Professor Wilson; 4 hours, first half-year.

2b. *Differential Calculus*. Hulburt, *Differential and Integral Calculus*.

Professor Wilson; 4 hours, second half-year.

2c. *Special Topics in Analytic Geometry.*

Professor Wilson; 1 hour.

3a. *Solid Analytic Geometry*. Fine and Thompson, *Coördinate Geometry*.

Professor Reid; 3 hours, first half-year.

3b. *Integral Calculus and Elementary Differential Equations*. Murray, *Integral Calculus*.

Professor Reid; 3 hours, second half-year.

3c. *Special Topics in Calculus.*

Professor Reid; 1 hour.

COURSES OF INSTRUCTION

4a. *Elementary Statics and Dynamics.* Jeans, *Theoretical Mechanics*.

Professor Wilson; 3 hours, first half-year.

4b. *Dynamics of a Particle and Elementary Rigid Dynamics.* Jeans, *Theoretical Mechanics*, with lectures.

Professor Wilson; 3 hours, second half-year.

5. *Descriptive Geometry.* See Engineering 1b.

A selection from the following courses is given each year. A student wishing to take any of them should apply to the professor in charge.

6. *Introduction to the Theory of Functions.* Prerequisites 3a and 3b. Harkness and Morley, *Introduction to Analytic Functions*.

Professor Reid; 3 hours.

7. *Theory of Equations.* Cajori, *Theory of Equations*. An introduction to the Galois theory.

Professor Reid; 3 hours, half-year.

8. *Differential Equations.* A study of the classical methods of solution of ordinary and partial differential equations, with geometrical interpretation. Prerequisite, 3b.

Professor Wilson; 3 hours, half-year.

9. *The Differential Equations of Physics.* Simple applications of the subject. Prerequisite, 8.

Professor Wilson; 3 hours, half-year.

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10. *Theory of Probability.*

Professor Reid; 3 hours, half-year.

11. *Analytic Geometry of Three Dimensions.* Theory of surfaces and curves in space. C. Smith, *Solid Geometry.*

Professor Reid; 3 hours, half-year.

12. *Elements of the Theory of Algebraic Numbers.*

Professor Reid; 3 hours.

13. *Course in Analysis.* Wilson, *Advanced Calculus*, and lectures.

Professor Reid; 3 hours.

HISTORY

In most of the history courses, a suitable text-book is used as a basis for the study. The professor in charge amplifies and interprets in his lectures the chief movements of history as outlined in the text. Students are required to use extensively the library facilities of the College as a further supplement to the course and with the special object of learning how to discover and evaluate the various sources of historical information.

The modern trend toward "socialized history" is recognized and emphasis is laid upon those developments in the past that explain and influence the dominant movements of the present day.

History 1*b* with Government 1*a* forms one of a group of Freshman electives (see page 40).

History 2*a* is required of all Sophomores. History 3, 4, 5*b*, 6 and 7*a* are electives for Juniors and Seniors.

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History 6 is open only to Seniors. History 7a may be taken only with the consent of the instructors.

1b. *General Course in English History.* Much of the subject matter is obviously dealt with in outline form. The unity and continuity of English history are developed and emphasis is laid upon such phases of the subject matter as will especially aid the student in understanding modern constitutional and industrial development in Europe and the United States.

Professor Kelsey; 3 hours, second half-year.

2a. *General History.* In a brief introductory survey the student is required to fix in his mind some of the essential landmarks of medieval history. A more intensive study is then made of the modern period, with emphasis upon the rapid social and political changes that mark the recent history of the more progressive nations throughout the world.

Professor Kelsey; 3 hours, first half-year.

3. *American History to 1789.* Conditions in Europe leading to colonization; the motives and methods of colonization; expansion of the English colonies; rivalry of the English and the French; development of industrial, social, and political conditions; growth toward independence and union; the Revolution; the Confederation; the adoption of the Constitution.

Professor Kelsey; 3 hours.

4. *History of the United States, 1789-1914.* Constitutional and political history of the United States from the adoption of the Constitution to the present time. The

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following topics cover the points of chief emphasis in the course: the organization of the new government; the rise of political parties and the growth of nationality; westward extension; economic development and sectional divergence; the relation of slavery to the approaching contest; the Civil War and the result; economic development as related to present political tendencies.

Professor Kelsey; 3 hours.

[Not offered in 1915-16.]

5b. Medieval History. This course includes a survey of the civilization of Europe at the beginning of the Middle Ages and deals with the decline of the Roman Empire, the Gothic invasion, the rise and fall of Saracen civilization, the growth and decay of Charlemagne's empire, feudalism, the Crusades, the conflicts between the Empire and the Papacy, and the Reformation.

Dr. Bolles; 3 hours, second half-year.

6. Modern History. This course is designed to lead the student through the avenues of history to an understanding of modern political problems. The first part of the course covers the outline of world history since 1815. With this background a topical study is made of some great problems of the present age. Typical problems considered are: cabinet government, suffrage, direct legislation, proportional representation, paternalism, imperialism, militarism, the peace movement.

Professor Kelsey; 3 hours.

7a. Greco-Roman Civilization. On the basis of an adequate outline of political history the culture of the three following periods is described: (a) the ancient

COURSES OF INSTRUCTION

Greek from the beginnings of Aegean civilization to the death of Alexander, (b) the Hellenistic age to the accession of Augustus, (c) Roman history to the fall of Rome. Lectures, readings, and reports.

Professor Baker, Dr. Cadbury, and Professor R. M. Gummere; 3 hours, first half-year.

[Not offered in 1915-16.]

ECONOMICS

Economics 1b is required of all Sophomores. The other courses in Economics are elective.

1b. *Elementary Economics*. The purpose in this course is to acquaint the student with the fundamental principles of economic science and to promote his preparation for the duties of citizenship. The principles are developed from a study and discussion of the actual processes and organization of industrial society. A series of problems are set for solution and discussed in connection with the study of text-books, collateral reading, and lectures. Juniors and Seniors may profitably take as an elective the second half of this course, 1a.

Professor Barrett; 3 hours, second half-year.

1a. *Elementary Economics*. A continuation of course 1b giving opportunity to cover the second half of the principles of the subject for which course 1b does not afford sufficient time. Open as an elective to Juniors and Seniors who have taken Economics 1b.

Professor Barrett; 3 hours, first half-year.

2. *Transportation and Corporations*. (a) The historical development and present status of railway systems

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and canals in the United States are treated. The problems of rate-making, pooling, consolidation, public control, are discussed. The relation of railways to shippers and to the public is shown. (b) A study is made of industrial organization and the trust problem. The topics include forms of business organization, covering partnerships, corporations, pools, trusts, and holding companies; the evils of corporate management, such as fraudulent promotion, over-capitalization, and speculation; public control.

Professor Barrett; 3 hours.

[Not offered in 1915-16.]

3a. Labor Problems. A study is made of the factory system, collective bargaining, trade unions, employers' associations, strikes and boycotts, methods of arbitration and conciliation, labor legislation and court decisions, employers' liability, workmen's insurance and compensation systems, etc. An extended investigation of some phase of the labor question is required of each student and the results are presented in a report to the members of the course. Lectures and discussion of assigned readings.

Professor Barrett; 3 hours, first half-year.

4b. Money and Banking. The course begins with a review of the principles of money and of the functions of a bank, followed by a brief survey of the history and present practice of banking in leading countries, but with extended study of conditions in the United States. Such practical problems as the monetary standard, paper money, credit, price movements and their effects on incomes and the cost of living, crises, foreign

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exchange, and the reforms in our banking system are taken up.

Professor Barrett; 3 hours, second half-year.

5a. Commercial Law and Banking. An exposition of the leading principles of the law relating to contracts: who can make them; what assent is needful; what consideration is required; how they are interpreted and enforced. Also the law relating to particular subjects: sales, carriage of goods and passengers, agency, partnership, negotiable paper, checks, guaranty, surety, payments, interest, shipping, insurance, deeds and loans, and corporations. The practice and most important legal principles of banking; the methods of raising the capital; modes of organizing national and state banks, savings banks, trust and finance companies; the resources of a bank and the modes of lending them; the duties of its directors, president, cashier, tellers, bookkeepers, and other officials; public and private examinations and audits.

Dr. Bolles; 3 hours, first half-year.

6b. Special Problems. The subject of this course will be chosen from year to year, according to the desire of instructor and students, from the following: (1) The greenbacks and resumption of specie payments, a study of America's experience with paper money in the period 1861-1879. (2) Socialism, a study of present day social discontent and some remedies offered for it. (3) Distribution of wealth, a study of the problems of value and distribution as discussed by eminent writers from the time of Adam Smith to the present.

Professor Barrett; 3 hours, second half-year.

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GOVERNMENT

Government 1a with History 1b forms one of a group of Freshman electives (see page 40). The other courses in government are elective for Juniors and Seniors.

1a. Constitutional Government. This course affords a general survey of the political and constitutional phases of government. Emphasis is laid upon the elementary principles of political science and upon the actual working of the governments of the United States and England. The course is conducted by means of text-book, informal lectures, and collateral reading.

Professor Barrett; 3 hours, first half-year.

2a. Expenditure and Revenue. A description of the mode of expending and collecting the revenues of the national and state governments. The functions of government are briefly set forth and expenditures are classified. The mode in which expenditures are made by the different departments of the national government is then discussed, followed by a description of the bills appropriating money. The different kinds of taxes are next considered, the principles on which the laws of taxation are based, and the modes of administering these taxes. The expenditures and revenues of the state are treated in the same manner.

Dr. Bolles; 3 hours, first half-year

3a. Blackstone. This course is intended to meet the admission requirements of the law schools in this subject. The class work consists of quizzes and explanations of the more difficult and important parts of the work.

Dr. Bolles; 3 hours, first half-year.

[Not offered in 1915-16.]

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BIBLICAL LITERATURE

Course 1b is required of all Juniors. Courses 2, 3, 4, 5 and 6 are elective for Juniors and Seniors. Course 4 may be elected by Sophomores as a four-hour course. Course 5 is open only to students who have taken Greek 1. For other related courses see Philosophy 2 and 3.

1b. *Life and Teachings of Jesus*. After a general study of the origin and character of the gospels, the main features of Jesus' life and teachings are considered in detail. Kent, *Historical Bible*, Vol. V, is used as a text-book. Recitations, lectures, readings, and reports.

Dr. Cadbury; 3 hours, second half-year.

2a. *Life and Times of Paul*. The general conditions of New Testament times are reviewed, and the life and work of Paul is studied on the basis of his letters and the *Acts of the Apostles*, with some consideration of his personality and religious beliefs.

Dr. Cadbury; 3 hours, first half-year.

3. *Introduction to the New Testament*. The history of the canon, text, and English translation of the New Testament, with the study of the origin of the several books (date, authorship, and related questions of "introduction").

Dr. Cadbury; 3 hours.

[Not offered in 1915-16.]

4. *Old Testament History and Introduction*. A thorough study of the most important parts of the Old Testament and Apocrypha based on Kent, *Historical Bible*, Vols. I-IV. Recitations, lectures, and reports.

Dr. Cadbury; 3 hours, or more.

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5. *Greek New Testament*. Translation and explanation of the Greek text of books selected from the New Testament (or other Christian and Jewish writings) with lectures, readings, and investigations on related historical, literary, and linguistic subjects. The work of this course is so varied that it may be elected in several half-years.

Dr. Cadbury; 3 hours, half-year.

6. *Elementary Hebrew*. Davidson, *An Introductory Hebrew Grammar*. Selected readings from the Old Testament.

Dr. Cadbury; 3 hours.

[Not offered in 1915-16.]

PHILOSOPHY

Course 5b is required of all Seniors. Course 1a is required of all Juniors. All other courses are electives for Juniors and Seniors. Course 6 may be taken only by the special permission of the instructor.

1a. *Psychology*. A course in general psychology. James, *Psychology (Briefer Course)*, is used as a text-book supplemented by lectures. A short series of lectures is also given on logic.

Professor Jones; 3 hours, first half-year.

2a. *Development of Christian Thought*. This course is devoted to a study of the original message of Christianity and the development of Christian thought as found in the Gospels and Epistles of the New Testament. It consists of lectures, assigned reading, and theses.

Professor Jones; 3 hours, first half-year.

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3b. *Development of Christian Thought.* This course deals with the great types of Christian thought in its development in different epochs of the Church from the end of the Apostolic Age down to modern times, including the intellectual movements of the first three centuries, the Augustinian conception of Christianity, the Lutheran, the Calvinistic, and the Quaker conception. Lectures, assigned reading, and theses.

Professor Jones; 3 hours, second half-year.

4. *History of Philosophy.* The chief systems of philosophy from the earliest period down to modern times. The development of theories of idealism receives special attention. The text-books required are Weber, *History of Philosophy*, and Royce, *The Spirit of Modern Philosophy*. Lectures, collateral reading, discussions, and theses.

Professor Jones; 3 hours.

5b. *Ethics.* In this course are considered the important ethical theories in their historic development and the task of discovering a satisfactory criterion or basis of moral action.

Professor Jones; 3 hours, second half-year.

6. *Religious and Philosophical Movements.* This course is for advanced students and honor men only, and is conducted on the seminar method. Different epochs are studied from year to year.

Professor Jones; 2 hours.

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SOCIAL WORK

Course 3a is required of Seniors; other courses in social work are elective for Seniors and Juniors.

1. *Origin and Development of Social Institutions.* This course is intended to serve as a general introduction to the study of society. The evolutionary point of view as applied to social institutions affords a perspective that is valuable in dealing with modern social problems. A study will be made of the origin and development of the family, industry, the church, the state, and the school. The changing inter-relations of these social institutions has given rise to such current social problems as an increasing divorce rate, the entrance of women into industry, a falling birth-rate, and child labor. Such problems will be discussed as phases of social evolution.

Professor Watson; 3 hours.

2. *Theory and Practice of Social Case Work.* The purpose of this course is to acquaint the student with the principles and technique of social work with individuals and families (social case work). The work of the course consists of lectures, conferences, collateral readings and field work. The field work, which is done in connection with some of the leading social agencies of Philadelphia, is an important and integral part of the course, acquainting the student first hand with many social problems and affording an opportunity to observe the methods employed in meeting some of them.

Professor Watson; 3 hours.

3a. *Survey of Modern Organized Movements in Social Work.* The phrase "organized movement" as used in the

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title of this course refers to any social effort, community, state, or national, which aims to prevent poverty, disease, and crime and to increase the common welfare. The course begins with an analysis of the scientific basis underlying social work and then proceeds to a presentation of a cross-section of current social movements, considering in turn those movements which aim to improve (a) the work conditions, (b) the living conditions, and (c) recreational facilities of modern communities.

Professor Watson; 3 hours, first half-year.

ASTRONOMY

The Haverford Observatory affords students the means of becoming familiar with the use of astronomical instruments, and of acquiring, from actual observation, a practical acquaintance with astronomy.

The equipment consists of an equatorial telescope, with 10-inch object glass by Clark, eyepieces, filar micrometer, and a Grubb prismatic spectroscope; a meridian circle telescope of $3\frac{3}{4}$ -inch aperture; a combined transit and zenith telescope of $1\frac{3}{4}$ -inch aperture; two sextants; two clocks; a chronograph by Bond. The astronomical library is housed in the Observatory.

The latitude of the Observatory is $40^{\circ} 0' 40.1''$ north; its longitude, 5 h. 1 m. 14.5 sec. west from Greenwich.

1a. *Elementary Astronomy*. This course is mainly descriptive. It sets forth the leading facts of astronomy and gives an elementary explanation of the methods by which they are ascertained. Lectures and recitations. Moulton, *Introduction to Astronomy*.

Professor Wilson; 3 hours, first half-year.

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2b. *Elements of Practical Astronomy.* A study of the sextant, transit, and equatorial; practice in determination of instrumental constants, latitude and time. The course is opened with a brief review of the essentials of spherical trigonometry. Campbell, *Practical Astronomy*, with the use of the *American Ephemeris*. Prerequisite, Astronomy 1a. Lectures and observatory work.

Professor Wilson; 3 hours, second half-year.

BIOLOGY

The Biological Laboratory is amply equipped with microscopes, reagents, and all other necessary apparatus and appliances. It also contains several hundred biological works and zoölogical, anatomical, and botanical charts.

The courses of the department are suitable for students intending to study medicine.

Course 1 is required of all Freshmen.

Courses 2 to 10 are elective, but Courses 3 to 6, inclusive, must be preceded by Course 2.

1a. *Elementary Physiology and Hygiene.* This course is preparatory to the general physical training required by the College, and includes general physiology, hygiene, a brief review of human anatomy, and lectures on the special sense organs.

Professor Babbitt; 2 hours, first quarter.

2. *Elementary Biology.* The lectures of this course are devoted to a discussion of the fundamental principles of the structure and life-processes of animals and plants and also of some of the more important questions relating

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to their origin and evolution. The laboratory periods are devoted to the practical study of typical representatives of some of the greater groups of animals and plants. Many field excursions are taken in order to study animals and plants in their natural environment. Two lectures and two laboratory periods a week.

Professor Pratt; 4 hours.

3. *Comparative Anatomy of Vertebrates.* The laboratory work of this course includes the dissection and study of a cartilaginous and a bony fish, an amphibian, a reptile, a bird, and a mammal. One lecture and two laboratory periods a week.

Professor Pratt; 3 hours.

4. *General Morphology.* This course is intended for those who may wish to make a more extended study of any group of animals or plants than is possible in the other courses.

Professor Pratt; 3 hours, or more.

5. *Histology and Embryology of Vertebrates.* The laboratory work in this course is devoted to the study of vertebrate histology and the embryology of the frog, the chick, and the pig. One lecture and two laboratory periods a week.

Professor Pratt; 3 hours.

[Not offered in 1915-16.]

6a. *General Botany.* The laboratory work of this course consists of the dissection and study of typical representatives of the principal groups of plants. One lecture or recitation and two laboratory periods a week.

Professor Pratt; 3 hours, first half-year.

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7. *Biological Theories.* This is a general cultural course, intended not only for scientific students but for all who wish to be informed on current biological matters and theories. It consists of lectures and readings on animals and plants, and on the most important theories of the nature and maintenance of life and of evolution and heredity.

Professor Pratt; 3 hours.

[Not offered in 1915-16.]

8. *Human Anatomy.* A course in general and applied anatomy preparatory to medical, law and teaching professions. The first half year is devoted to osteology, syndesmology and the muscular system; the second, to the thorax and abdomen, the reproductive organs, central and special nervous systems. The equipment of skeleton, manikin, models, charts, etc., is complete, and the course will be supplemented by visits to Blockley Hospital and the dissecting rooms in Philadelphia.

Professor Babbitt; 3 hours.

9a. *Advanced and Applied Physiology.* A theoretical and laboratory course in general advanced physiology with special analysis of blood, digestive secretions, general excretions, stomach analysis, muscle tracings, etc.

Professor Babbitt; 3 hours, first half-year.

10b. *Bacteriology and Hygiene.* A course in general bacteriological study of the more common parasitic bacteria with appropriate apparatus for their culture and analysis; sanitation and municipal hygiene; history of epidemics and world plagues; climatological variations

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in national and local aspect. Visits are made to public laboratories of hygiene.

Professor Babbitt; 3 hours, second half-year.

GEOLOGY

1b. *Elementary Geology*. A discussion of the general principles of the science. Excursions are taken occasionally in which the physiographical and geological features of the country about Haverford are studied, and trips are made to the important paleontological and mineralogical collections of Philadelphia.

Professor Pratt; 3 hours, second half-year.

CHEMISTRY

The chemical laboratory affords ample facilities for the prosecution of elementary or advanced work. The professor and his assistants are in constant attendance. The laboratory work comprises elementary experiments in general chemistry; the preparation of a number of pure compounds; qualitative and quantitative analysis; and experimental work illustrating chemical laws and theories. Chemistry 1 may be taken by Freshmen with the consent of the instructor.

1. *Elementary General Chemistry*. In this course students will ordinarily have two lectures or recitations and two laboratory periods a week. The preparation, properties, and uses of the more important elements and inorganic compounds are discussed in the lectures and are illustrated by experiments. In the laboratory the time is given mainly to the preparation and study of the non-metallic elements and a few of their compounds.

Professor Hall; 4 hours.

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2. *Qualitative Analysis.* The exercises are mainly practical, but there is, each week, at least one lecture or examination. Although the instruction is devoted chiefly to the methods of qualitative analysis, it is expected that the student will increase materially his knowledge of general chemistry by following this course.

Professor Hall; 3 hours, or more by arrangement.

3. *Quantitative Analysis.* The simpler gravimetric and volumetric methods of analysis are studied. The calibration of flasks and burettes is also included.

Professor Hall; 3 hours, or more by arrangement.

4. *Organic Chemistry.* This course consists of lectures, recitations, and laboratory work throughout the year. It will be found useful not only to those intending to become chemists, but also to students of biology and medicine.

Professor Hall; 3 hours.

5. *Advanced Quantitative Analysis.* This course is a continuation of Course 3, but includes the analysis of silicates and other complex compounds, the examination of water, milk, butter, iron, steel, etc.

Professor Hall; 3 hours, or more by arrangement.

PHYSICS

The efficiency of the Department of Physics has been greatly increased by the acquisition of the large lecture room and laboratory recently vacated by the Department of Chemistry; and also by the installation in the basement of Founders Hall of a modern shop for instru-

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ment-making. A rotary pump delivers either compressed air or a vacuum to all rooms occupied by the Department. A new 24-inch induction coil and accessory apparatus has made the laboratory well equipped for all sorts of X-ray work. The wireless telegraph station is in communication with neighboring stations in the state. All apparatus has been carefully chosen to illustrate the principal phenomena dealt with in the lecture demonstrations of both elementary and advanced work.

The apparatus belonging to the electrical laboratory was selected to illustrate the modern application of electricity as well as its fundamental principles. This includes many types of generators and motors, both alternating and direct; a complete line of measuring instruments; arc and incandescent lamps; galvanometers, bridges, standards, etc. All the rooms are supplied throughout with both gas and electric light. The following currents are available: 20 volt storage battery, 110 volt direct, 110 and 220 volt 60 cycle three phase alternating, and, by means of transformers, other voltages and phase relations.

Course A is intended for those who have never studied Physics before.

Courses 2 and 4 are usually given in alternate years, as are also 3 and 5, and all are open as electives to those who have taken Course 1.

Courses 6 and 7 are open as electives to those who have satisfactorily completed the prerequisites. These courses are given every year.

A. *Elementary Physics.* The student is made familiar with natural laws and their applications to daily life, and receives sufficient preparation to enable him to pursue

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the subject further. The lectures are accompanied by numerous experimental demonstrations. There are two lectures and one laboratory period per week. Text-book, Hall, *Elements of Physics*.

Professor Palmer and W. O. Sawtelle; 3 hours.

1. *General Physics*. This course is open to those who have offered physics for entrance to College or have passed Physics A. Mechanics, sound, heat, light, magnetism, and electricity are taken up and treated in detail. A feature of this course is the laboratory work, the chief aim of which is accuracy of observation and of measurement. At least one period each week is spent in the laboratory. The text-books are Spinney, *General Physics*, and Ames and Bliss, *Manual of Experiments in Physics*.

Professor Palmer and W. O. Sawtelle; 4 hours.

2a. *Electricity and Magnetism*. Lectures and laboratory work. This course is an extension of Physics 1 and includes a discussion of such topics as Kirchhoff's laws, magnetism in iron and other metals, resistance, current strength, potential, capacity, inductance and the laws of the magnetic circuit. The text-book is Hadley, *Magnetism and Electricity for Students*.

W. O. Sawtelle; 3 hours, first half-year.

3b. *Electric Conduction in Gases and Radioactivity*. A study of vacuum tube phenomena, cathode rays, Roentgen rays, and radioactivity is followed by an introduction to the theory of ionization, and to the corpuscular theory of matter. The lectures are accompanied by many interesting demonstrations. There is no laboratory work.

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The text-book is McClung, *Conduction of Electricity*, and the books of J. J. Thompson, Rutherford, and Fournier are used for reference.

Professor Palmer; 3 hours, second half-year.

4a. *Electric Waves*. The phenomena of electrical oscillations and Hertz waves with their application to radio-telegraphy are discussed in this course. Prerequisite, Physics 1. The text-book is Pierce, *Principles of Wireless Telegraphy*.

W. O. Sawtelle; 3 hours, first half-year.

[Not offered in 1915-16.]

5b. *Light*. In this course a study is made of the fundamental phenomena of light. A small amount of laboratory work is required, including the determination of indices of refraction, the measurement of wave-length and of spectra, and the observation of certain phenomena of diffraction and of polarization. Preston, *Theory of Light*, and Wood, *Physical Optics*, are used for reference.

Professor Palmer; 3 hours, second half-year.

6. *Electrical Engineering*. This course includes a general survey of electrical science with its applications. A knowledge of electricity such as would be obtained in Physics A or 1 is required. The instruction is carried on by text-book, lectures, and laboratory work. It includes a study of instruments, generators, motors, transformers, arc and incandescent lamps, heaters, welders, the telephone, etc. The practical phases of the subject, such as wiring buildings, testing apparatus, etc., are taken up as far as time permits.

Professor Rittenhouse; 3 hours.

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7a. Electrical Engineering. Prerequisite, Physics 6 or equivalent. The theory of alternating currents and a study of alternating current apparatus. Power costs and the modern applications are studied and illustrated by visits to the large power houses, sub-stations, etc., in Philadelphia and the vicinity. At least one laboratory period a week is required. Text-book, Franklin and Esty, *Dynamos and Motors*.

Professor Rittenhouse; 3 hours, or more, first half-year.

7b. Electrical Engineering. Prerequisite, Physics 6 or equivalent. A detailed study of direct current electrical apparatus. At least one laboratory period a week is required. The experiments include the calibration of instruments; efficiency tests of generators and motors; study of arc and incandescent lamps, etc. Text-book as in *7a*.

Professor Rittenhouse; 3 hours, or more, second half-year.

ENGINEERING

The engineering courses are designed to give a thorough training in fundamental engineering principles and, as far as practicable, to teach the application of these principles to the generation and utilization of power and to the construction of machines.

Exceptional facilities for observing the practical side of the work are offered by the many manufacturing companies in and near Philadelphia, and frequent inspection trips are taken.

The Engineering Department occupies Whitall Hall, a commodious stone building, three stories high. The equipment of the shop is modern and the best quality. The woodworking room affords accommodation for fourteen students. The benches are provided with quick-

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action vises and a complete set of carpenter's tools for each student. This shop contains a 36" band saw and four wood-lathes. The iron-working room contains a 24" x 12' Blaisdel engine-lathe and three smaller engine-lathes; a 24" x 24" x 6' planer, a Becker-Brainard universal milling-machine, a Gould and Eberhardt 16" shaper, two drill-presses, several vises and complete sets of machinist's tools for bench-work, pipe-fitting, etc. Steam-engine indicators, weighing-scales, standard pressure-gauges, calorimeters and electrical measuring-instruments, in connection with the central heating and lighting plant, afford good opportunity for the testing of boilers, engines and dynamos. A 30,000-pound Riehle screw testing-machine gives opportunity for testing materials and for investigating the laws of stress and strain. The third story of the building is devoted to drawing; it is a large and well-lighted room, where thirty students may be accommodated at one time. The equipment includes a number of pieces for study and sketching, such as steam and air pumps, safety-valves, shaft-hangers, etc.

A description of the mechanical courses is given below. For the electrical engineering courses see Physics 6 and 7.

All of these courses are open as electives to those who have satisfactorily completed the prerequisites.

Special courses may be arranged to suit the needs of those students intending to continue their engineering studies at other institutions.

1a. Mechanical Drawing. Notation and orthographic projection on three planes. Anthony, *Mechanical Drawing*.

O. M. Chase; 2 hours, half-year.

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1a'. *Wood Work*. Graded exercises in joinery, turning and pattern making. Goss, *Bench Work in Wood*.

Professor Rittenhouse and P. W. Weaver;
2 hours, half-year.

1b. *Descriptive Geometry*. Principles and application. Faunce, *Descriptive Geometry*.

O. M. Chase; 2 hours, half-year.

1b'. *Bench Work in Iron*. Filing, chipping, babbitting, etc. R. H. Smith, *Elements of Machine Work*.

Professor Rittenhouse and P. W. Weaver;
2 hours, half-year.

2a. *Mechanical Drawing*. Sketching from models. Detail drawings, tracings and blue prints from sketches. Practical application of the principles of descriptive geometry, of orthographic projection and of notation.

O. M. Chase; 2 hours, half-year.

2a'. *Forge and Pipe Work*. Bacon, *Forge Work*.

Professor Rittenhouse and P. W. Weaver;
2 hours, half-year.

2b. *Elements of Mechanism*. A study of the mechanical movements employed in machinery; velocity diagrams and quick return motions; transmission gears. Two lectures or recitations and one draughting-room period a week. Keown, *Mechanism*.

Professor Rittenhouse and O. M. Chase; 3 or 4 hours.

3a. *Empirical Design*. Machine shop shafting, couplings, bearings, hangers, etc.

O. M. Chase; 2 hours, half-year.

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3a'. *Machine Tool Work.* Graded exercises on lathe, planer, milling machine and drill-press. R. H. Smith, *Principles of Machine Work.*

Professor Rittenhouse and P. W. Weaver;
2 hours, half-year.

3b. *Machine Design.* The gas, gasoline, and steam engine. Reference library available.
Professor Rittenhouse and O. M. Chase; 2 hours, half-year.

4a. *Steam Engineering.* This course includes a study of steam and gas engines, condensers, air-compressors, steam-boilers, power plant economies and the cost of power. Horse-power tests are made and efficiencies studied. The thermo-dynamic principles involved are considered in the latter half of the course. An additional hour in valve gear work may be elected. Allen and Bursley, *Heat Engines.*

Professor Rittenhouse; 3 hours, first half-year.

5b. *Mechanics of Materials.* A study of the materials employed in engineering constructions; of stress and strain; of beams and columns; of shafting; of girders, trusses, combined stresses, etc.

A series of tests on the screw testing-machine is made by each student. Boyd, *Strength of Materials.*

Students completing this course may arrange to take a course in structural design. The work in this will be arranged to suit the needs of those who elect it. It will include graphic statics and the design or analysis of a complete roof or bridge truss.

Professor Rittenhouse; 3 hours, second half-year.

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PHYSICAL TRAINING

The college equipment for outdoor athletics includes: Walton Field for Rugby football and track sports, with a new concrete grandstand and 440-yard oval and 220-yard straightaway cinder tracks; two improved fields for Association football; a skating pond; Cope Field for cricket, with players' pavilion and shed for winter practice; and several tennis courts.

The Gymnasium contains a main floor, sixty by ninety feet, equipped with the most improved appliances for American and Swedish gymnastics. It has an inclined running track, five feet in width. Adjoining the main floor are offices for the use of the directors in physical examination and measurement, and special student conferences. Adjoining the main hall is a large and comfortable reading-room with magazines and papers. Above are a trophy room and apartments for the use of the alumni. The basement contains dressing-rooms, a number of well-ventilated lockers, shower-baths, a swimming-pool, and a double bowling-alley. There is a special dressing-room provided for the faculty and visiting athletic teams.

A thorough physical examination is given to each student upon entrance, and another at the end of the Sophomore year. No student whose physical condition is unsatisfactory will be permitted to represent the College on any athletic team. Ability to swim two lengths of the gymnasium pool is required of Sophomores before leaving the required Physical Training course.

Course 1 is required of Freshmen in connection with Biology 1a (see page 68), Course 2 of Sophomores. Course 3 is an elective for Seniors and Juniors but it may be substituted for Courses 1 and 2 by Sophomores and Fresh-

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men who pass with grades of 80 per cent qualification tests at stated periods.

1. A course in systematic calisthenic drill, marching and apparatus work during the second and third quarters of the year. Four periods of the second quarter are devoted to lecture demonstration upon the general muscular anatomy of the shoulder, neck, chest and back and similar periods during the third quarter on the muscular anatomy of the abdomen, thighs and legs. In the mid-year examination 50 per cent is credited for written test upon lectures and topics assigned and 50 per cent for practical floor examination.

Professor Babbitt and Mr. Krauss; 3 hours, second and third quarters.

2. A more advanced course in light and heavy gymnastic work with four lecture periods in each quarter devoted to muscle structure, physiology and chemistry, science of heat production and nervous mechanism of coordination. Four periods in the third quarter are devoted to theory and principles of physical education, gymnastic therapeutics, corrective exercises for postural deformity and athletic emergencies. A mid-year examination similar to that in Physical Training 1 is held at the customary time.

Professor Babbitt and Mr. Krauss; 3 hours, second and third quarters.

3. Elective practice in advanced gymnasium work; track and soccer field practice with team squads.

THE LIBRARY

The College Library now contains about sixty-four thousand volumes, besides numerous pamphlets. It has been selected and arranged with the object of making it especially useful as a library of reference. The students have free access to the shelves and the library assistants are ready to give aid to students and readers.

About two thousand dollars are expended yearly for the purchase of books and periodicals. The library is a regular depository of the United States Government.

The William H. Jenks Collection of Friends' Tracts of the seventeenth century numbers more than fourteen hundred separately bound titles.

The Library possesses the fine Harris Collection of over sixty Hebrew, Greek, Latin, Arabic, Syriac, and Ethiopic manuscripts collected by Dr. J. Rendel Harris. Besides these there is a collection of fac-similes of ancient documents, including photographic fac-similes of the four great manuscripts of the New Testament, of the Freer Washington manuscript, and of the recently discovered Odes of Solomon.

There is a collection of more than four hundred Babylonian clay tablets dating from B. C. 2500. There are also seven hundred reproductions in fictile ivory of ancient and mediæval carved ivories.

Approximately one hundred and seventy-five literary and scientific periodicals are taken.

The Library is open, with some exceptions, on weekdays from 8.30 a. m. to 10 p. m. While designed especially for the use of the officers and students, others have the privilege of consulting and, under certain restrictions, of withdrawing books.

THE CHARLES ROBERTS AUTOGRAPH COLLECTION

This autograph collection, formed by the late Charles Roberts, of Philadelphia, a graduate (1864) and for many years a Manager of the College, was in 1902 presented to the College by his wife, Lucy B. Roberts. It consists of more than 11,000 items, embracing not only autograph letters of European and American authors, statesmen, scientists, ecclesiastics, monarchs, and others, but also several series of valuable papers. The whole collection, covering as it does the period beginning with the late fifteenth century and coming down to the present day, is one of unusual historical and literary interest.

It has been housed in a fireproof room and a careful card catalog has been prepared. The collection is open for inspection or research on application to the curator, Allen C. Thomas.

GRADING OF STUDENTS

In determining the standing of the student, daily recitations, hour examinations, and final examinations are all employed. The grades attained by students in their college courses are indicated on reports, issued quarterly, by the five letters, A, B, C, D, E. A indicates a grade from 90 to 100, inclusive; B from 80, inclusive, to 90; C from 65, inclusive, to 80; D from 50, inclusive, to 65, and E indicates a failure. The numerical grades are not published. No student is permitted to graduate if his combined average for the Junior and Senior years is below C.

HONORS

Honors are awarded for excellence in the studies of single departments. They are never given merely for performance of routine work in courses, but a considerable amount of extra work is demanded in every case.

Honors are of three kinds:

(a) *Honorable Mention*, to be awarded for work in a single course, meeting not less than two hours per week throughout the year, plus additional work to the total amount of not less than 75 hours. Candidates for Honorable Mention must obtain the grade of A in the regular work of the course and pass creditably an examination on the additional work required. The half-courses in the same department may be construed as a single course.

(b) *Preliminary Honors*, to be awarded at the end of either Sophomore, Junior, or Senior year for not less than two courses in a single department, plus additional work to the total amount of not less than 150 hours.

Candidates for Preliminary Honors must obtain a grade of at least B in all courses required for such honors (see below) and a grade of A in such of these courses as are taken in the year in which they are candidates, and must pass creditably examinations on the additional work required.

(c) *Final Honors*, to be awarded upon graduation for work in the courses of a single department, plus additional work to the total amount of not less than 250 hours.

Candidates for Final Honors must take at least four courses in the department in which they apply for honors,

HONORS

at least two of these courses being in the Junior and Senior years. They must in all of these courses obtain a grade of at least B and in those taken in the Senior year a grade of A, and must pass creditably examinations on the additional work required. There are three grades of Final Honors: Honors, High Honors, and Highest Honors. The requirements for High Honors are of a more exacting nature than those for Honors, and Highest Honors are reserved for very exceptional cases. Both High Honors and Highest Honors are awarded only by special vote of the Faculty.

Students entering with advanced standing may offer work done elsewhere towards satisfying the requirements for Preliminary or Final Honors.

A student who has received the prescribed grade in the regular work of a course required for honors, but who has not done the additional work required in connection with such course, may, with the consent of the professor in charge, make up his deficiency in a later year, but in the case of Final Honors all such deficiencies must be made up by the end of the Junior year.

The minimum requirements in courses for Preliminary Honors (if offered) and for Final Honors are specified on the next page.

HAVERFORD COLLEGE

COURSES REQUIRED FOR PRELIMINARY AND FINAL HONORS

PRELIMINARY HONORS		FINAL HONORS
Greek	1, 2.	1, 2, 3, 4, 5,
Latin	1, 2.	1, 2, 3 (two years), 5.
English	None given.	1, 2, 3, and two courses from 6, 8, 9, 10, 11, 12, 13, 14.
German	1, 2.	1, 2, 3, 5, 6.
French	1, 2.	1, 2, 3, and courses amounting to six hours a week from 4 and 5.
Romance Languages	} None given.	{ French 1, 2, 3, 4, 5, and Hon- orable Mention in Spanish 1 and Italian 1.
Mathematics		
History	None given.	1, 2, and three courses from 3, 4, 5, 6, 7.
Economics	None given.	1b, 1a, 2, 3, 4, 5, 6.
Philosophy	None given.	1, 2, 3, 4, 5.
Biology	2 and 7.	2 and 7, and two courses from 3, 4, 5, 6, 8.
Chemistry	1, 2.	1, 2, 3, 4.
Physics	1, 2 and 3, or 4 and 5, or 6.	1, and three courses from 2, 3, 4, 5, 6, 7.
Engineering	None given.	1, 2, 3, 4, 5.

DEFICIENT STUDENTS

Opportunities for the removal of entrance conditions will be given at the regular entrance examinations in June and September and at a special examination in January.

Opportunities for the removal of first half-year conditions will be given in April and September.

Opportunities for the removal of second half-year conditions will be given in September and January.

Conditions should be removed at the first regular re-examination period after failure; if not then removed, a fee of five dollars will be charged against the student at the next regular re-examination period, whether or not the make-up examination is actually taken.

A student who has failed to remove a condition after two opportunities, or who has taken absences exceeding two-fifths of the total number of recitations and lectures in a given course, shall repeat the course and may be registered with the next lower class. In case of conflict the repeated course shall take precedence over all other courses.

DEGREES

BACHELOR OF ARTS AND BACHELOR OF SCIENCE

Students who have received credit for the full number of hours in prescribed and elective studies as described on page 40, provided also that they have for the Junior and Senior years a combined average of C, or above, are granted the degree of Bachelor of Arts or Bachelor of Science. For the differences in the requirements for the two degrees see the footnotes on page 39. The fee for the Bachelor's diploma is ten dollars.

HAVERFORD COLLEGE

MASTER OF ARTS AND MASTER OF SCIENCE

Resident graduates who have received the Bachelor's degree from Haverford College may be admitted as candidates for the degree of Master of Arts or Master of Science. Such students must submit for the approval of their instructors and the Faculty Committee on Advanced Degrees a plan of study involving the equivalent of twelve hours a week in advanced courses.

Non-resident graduates of Haverford College of three years' standing or more may also be admitted to the Master's degree. They must, however, at the beginning of their work, arrange with the committee a definite course of study and make annual reports during three years to the instructors in charge.

The candidate must pass an examination satisfactory to his instructors and to the Faculty Committee. At the option of the instructors, a thesis may be required. Before the examination the instructors in charge shall file with the committee a statement of the work done by the candidate.

The fee for the Master's diploma is twenty dollars. In the case of non-resident graduates an additional fee of ten dollars is required at the beginning of the course.

ROOMS

A student who continues in the College may retain the room he already occupies. The order of choice of vacant rooms is determined by lot, the upper classmen having precedence. Entering Freshmen may choose rooms in the order in which their application blanks for admission (see page 22) are received. For this choice a day is appointed, of which due notice is given in advance. Ten

EXPENSES

of the \$400 rooms are regularly reserved as a part of the apportionment for Freshmen.

A deposit of \$15 is required of all students, old and new, before a room will be reserved. In case the student occupies the room the amount will be deducted from his bill for the following year; otherwise it will be forfeited.

EXPENSES

The combined charge for tuition, board, and room-rent varies with the location of the rooms from \$400 to \$575 a year. This includes heat, electric light, the use of necessary bed-room furniture, and care of rooms. Students will supply their own study furniture. In general two students share one study and each has his private bed-room adjoining. A few single rooms are also available. The number of students accommodated in the different halls is as follows:

Merion Hall,	21 at \$400 each,
Merion Hall,	16 at \$450 each,
Founders Hall,	8 at \$400 each,
Barclay Hall,	16 at \$400 each,
Barclay Hall,	31 at \$450 each,
Barclay Hall,	46 at \$500 each,
Lloyd Hall,	28 at \$575 each.

The charge for tuition of day-students is one hundred and fifty dollars a year; for tuition and mid-day meal, two hundred dollars a year.

An annual infirmity fee of five dollars is charged of all students boarding at the College.

Books and stationery will, at the option of the student, be supplied by the College and charged on the half-yearly

HAVERFORD COLLEGE

bills. A charge is also made for materials consumed and breakage in the laboratories.

Bills for board and tuition are payable, three-fifths at the beginning, and two-fifths at the middle, of the college year.

THE MORRIS INFIRMARY

The Morris Infirmary, presented by John T. Morris, has been in operation since the fall of 1912. It affords ten beds, surgical room, isolation ward for contagious diseases, and accommodations for physician and nurse. Every provision has been made for both residence and dispensary care of all student conditions, medical and surgical, occurring during the college course. This opportunity allows prompt relief from the dangers of infection through illness in the college dormitories.

Except for the infirmary fee mentioned above the attendance of the regular nurse is free to students. Medical attendance for brief ailments is also given, free of charge, by the college physician.

SCHOLARSHIPS

I. *Senior Foundation Scholarships.* Six scholarships of the annual value of \$300 each offered to graduates of Earlham, Penn, Wilmington, Guilford, and Whittier Colleges, and Friends' University, nominated by their respective Faculties.

II. *Isaiah V. Williamson Scholarships.* Three scholarships covering all expenses of board and tuition.

III. *Richard T. Jones Scholarship.* One scholarship covering all expenses of board and tuition.

SCHOLARSHIPS

(II and III are so arranged that one is usually vacated each year and awarded to a Freshman.)

IV. *Corporation Scholarships.* Sixteen scholarships of the annual value of \$300 each, awarded without application to the four students in each class who have the highest average scholarship. This is determined in the case of upper classmen from their general average for the year. In the case of the incoming Freshman class the scholarships will be assigned immediately after the Sixth month examinations (see pages 25-27) to those candidates entering by either plan of admission who are judged to be best prepared to do the work of the College.

V. *Edward Yarnall Scholarship.* One scholarship of the annual value of \$200. Open to Friends only.

VI. *Thomas P. Cope Scholarship.* One scholarship of the annual value of \$200. Open to Friends who intend to teach.

VII. *Sarah Marshall Scholarship.* One scholarship of the annual value of \$200.

VIII. *Mary M. Johnson Scholarship.* One scholarship of the annual value of \$200.

IX. *Day Scholarships.* Eight scholarships of the annual value of \$100 each.

X. *Tuition Scholarships.* Twenty-four scholarships of the annual value of \$150 each.

XI. *Alfred Smith Scholarship.* One scholarship given on competitive examination to a candidate for the Freshman class who is of German-American parentage and whose ancestors came to this country prior to the year 1800. The annual value is \$400. It may be held for

HAVERFORD COLLEGE

two or more years if the work of the recipient is satisfactory, and may also be followed by a fellowship of \$400 for one year in Harvard University.

XII. *Joseph E. Gillingham Scholarships.* Four scholarships of the annual value of \$200 each "for meritorious students."

All scholarships are given for one year only, but, with the exception of I, they may be renewed by the College if the conduct and standing of the recipient be satisfactory.

The Senior Foundation Scholarships will thus be vacated yearly, and about one-fourth of the others.

Except IX, all scholarships involve residence at the College.

The following regulations will govern the grant of scholarships:

1. No scholarship will be given to a student who has conditions.
2. No scholarship will be given to a student who is in debt to the College.

PRIZES

FELLOWSHIPS

The Clementine Cope Fellowship, of the annual value of \$500, may be awarded by the Faculty to the best qualified applicant from the Senior class. He is required to spend the succeeding year in study at some American or foreign university approved by the Faculty.

Teaching Fellowships. Two fellowships of \$300 each, involving certain duties at Haverford College, are offered yearly on the same foundation. They are construed to cover all the charges for tuition, rooms, and board.

PRIZES

ALUMNI PRIZE FOR COMPOSITION AND ORATORY

The Association of the Alumni, in the year 1875, established an annual prize of \$50, either a gold medal or an equivalent value in books and bronze medal, for excellence in composition and oratory. The following are the rules governing the competition:

I. The Alumni medal is offered yearly for competition among the members of the Junior and Senior classes, as a prize for the best delivered oration prepared therefor.

II. Three or five judges shall be appointed from year to year by the Alumni Committee, who shall hear publicly all competitors who may be qualified to appear.

III. No oration shall occupy in delivery more than fifteen minutes.

HAVERFORD COLLEGE

IV. In making the award equal weight is to be given to the literary merits of the oration and to the manner of delivery.

V. The judges shall have the right to withhold the prize if the literary merits and the manner of delivery of the oration fall below a creditable standard of excellence.

THE EVERETT SOCIETY MEDAL

This silver medal is offered by the donor for competition in extemporaneous speaking by the members of the two lower classes. It is given in memory of the old Everett Society.

JOHN B. GARRETT PRIZES FOR SYSTEMATIC READING

Four prizes, worth \$40, \$30, \$20, and \$10, respectively, will be given in books to those members of the Junior class who, having creditably pursued their regular studies and paid proper attention to physical culture, shall have carried on the most profitable course of reading in standard authors during the Sophomore and Junior years.

The direction of the work and the award of the prizes shall be in the hands of a committee consisting of the President, the Librarian, and the Professor of English Literature.

There will be an oral examination to determine the scope and quality of the reading, and a thesis treating of subjects embraced in the course will be required.

Any or all of these prizes may be omitted if, in the judgment of the committee, the work does not justify an award.

PRIZES

THE CLASS OF 1896 PRIZES IN LATIN AND MATHEMATICS

These are two prizes worth \$10 each. They will be awarded in books at the end of the Sophomore year for proficiency in Latin and Mathematics, respectively.

THE CLASS OF 1898 PRIZE IN CHEMISTRY

The Class of 1898 offers a prize of \$10 in books to the member of either the Junior or Senior class who, in the judgment of the Professor of Chemistry, shall have done the most thorough and satisfactory work during the year in the laboratory, and in oral and written examinations. The prize will not be awarded twice to the same student.

THE CLASS OF 1902 PRIZE IN LATIN

The Class of 1902 offers a prize of \$10 in books to the Freshman whose work in Latin, in recitations and examinations combined, shall be the most satisfactory to the professor in charge of the department.

THE MATHEMATICAL DEPARTMENT PRIZE IN MATHEMATICS

The Mathematical Department offers a prize of \$10 in books, to be awarded at the end of the Freshman year, to the most proficient student in Mathematics.

THE ELLISTON P. MORRIS PRIZE

A prize of \$80, open to all undergraduates and to graduates of not more than three years' standing, is offered in alternate years for the best essay bearing on the general problem of "International Peace and the Means

HAVERFORD COLLEGE

of Securing it." The next award will be made in the Fifth month of 1916, and will be announced at Commencement. Any or all of the papers may be rejected if a high standard of merit is not reached. Competitors are urged to avoid mere discussion and fine writing, and to seek the advancement of knowledge by a study of facts or a proposal of practical advantage. The essays of 1916 may be written on one of the following subjects:

1. The grounds for believing that an international court of arbitral justice will become a substitute for war.
2. The ethical grounds for opposition to war.
3. Will the economic burden of war, and of national armament in time of peace, force the nations of the world to adopt peaceful methods of settling disputes?
4. Lessons for the peace movement in the armed conflicts of 1914 and 1915.

PRIZES IN PHILOSOPHY AND BIBLICAL LITERATURE

A prize of \$40 in books will be given each year to the student who, in the judgment of the professor in charge, does the most satisfactory amount of outside reading in philosophy in connection with the courses in that department. A second prize of \$25 will also be given. The prizes in philosophy are open only to Seniors and Juniors.

A prize of \$40 in books will be given each year to the student who, in the judgment of the professor in charge, does the most satisfactory amount of reading on the Bible and related subjects. A second prize of \$25 will also be given. The prizes in Biblical Literature can be competed for during any year of the College course.

PRIZES

PRIZES FOR IMPROVEMENT IN SCHOLARSHIP

A first prize of \$60 and a second prize of \$40 will be given at the end of the Senior year to the two students, who, in the opinion of the judges, show the most steady and marked improvement in scholarship during their college course.

PERIODICALS

Haverford College Bulletin is issued by the College eight times in each collegiate year. Included under this title are the College Reports, Catalogue, Athletic Annual, and other matter.

The Haverfordian, founded in 1879, is published monthly by the students during the college year.

Haverford News, founded in 1909, is published weekly by the students during the college year.

LECTURESHIPS

HAVERFORD LIBRARY LECTURES

The income of \$10,000, received in 1894 from the estate of Mary Farnum Brown, is available by the terms of the gift "to provide for an annual course or series of lectures before the Senior class of the College, and other students, on the Bible, its history and literature, and as way may open for it, upon its doctrine and its teaching."

THOMAS SHIPLEY LECTURES ON ENGLISH LITERATURE

The sum of \$5,000, presented in 1904 by Samuel R. Shipley, in memory of his father, Thomas Shipley, constitutes the Thomas Shipley Fund. The income of this fund is ordinarily to be used "for lectures on English literature."

SOCIETIES

The Loganian Society, the oldest in the College, was founded in 1834, "for mutual improvement in Literature and Science." In 1906, when it was reorganized, its interests had extended so as to necessitate three departments—Civic, Scientific, and Debating. In 1908 the Civic Department withdrew to organize the Civic Club, and in 1909 the Scientific Department withdrew to reorganize the Scientific Society. The Loganian Society proper thus exists only as a debating club, and as such has control of the inter-class debates

The Classical Club is composed of members of the Faculty, students, alumni, and others, who are interested in the life and literature of the Greeks and Romans.

A Young Men's Christian Association, organized in 1879, has a membership embracing a majority of the students.

A chapter of the Phi Beta Kappa Society, Zeta of Pennsylvania, was established at the College in 1898.

The Campus Club is an organization of the Faculty, students and other friends of the College for promoting the study and preservation of trees, shrubs, birds, and wild animals on the College property.

The Haverford Union is an organization of alumni and students for the promotion of social fellowship. The home of the Union is a large and attractive building supplied with reading rooms, recreation rooms, sleeping rooms for visiting alumni, and a large assembly hall.

PUBLIC LECTURES AND MEETINGS
1913-1914

HAVERFORD LIBRARY LECTURE

"The Academic Life and the Religious Life," by Dr. Francis G. Peabody of Harvard: who also spent about a week in the college in various student meetings and conferences.

1st mo. 12th, 1914.

THOMAS SHIPLEY LECTURES ON ENGLISH LITERATURE

"The Spiritual Message of Whittier," by Dr. Augustus T. Murray, Leland Stanford, Jr., University.

3rd mo. 10th, 1914.

"The Absence of Folk Culture in America," by Percival Chubb.

4th mo. 27th, 1914.

OTHER LECTURES

"Illustrated Talk on Birds," by William L. Baily.

11th mo. 11th, 1913.

"Some Birds of the Magdalen Islands," by Robert T. Moore.

11th mo. 21st, 1913.

"Iberian Art and the Romans in Spain," by Professor Charles Upson Clark of Yale University.

12th mo. 2nd, 1913.

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"Egypt, India, and the Far East," by Charles S. Crossman.

12th mo. 8th, 1913.

"The Decline of Farm Life in Pennsylvania and how it can be Prevented," by Mrs. Edith Ellicott Smith, President of the Pennsylvania Rural Progress Association. Under the auspices of The Weeders.

1st mo. 20th, 1914.

"The Contemporary French Drama," by Dr. Alexander Guy Holborn Spiers, Haverford College.

1st mo. 21st, 1914.

"Some Modern Medical Statesmen," by Professor James A. Babbitt, M.D.

2nd mo. 25th, 1914.

"Education for Democracy," by Arthur Eugene Bestor, Director of Chautauqua Institution.

3rd mo. 4th, 1914.

"The Philippines," by Henry Cox, late teacher in the Philippines.

3rd mo. 16th, 1914.

"The Fenlands of England in History and Song," by Allen C. Thomas, Librarian, Haverford College.

3rd mo. 18th, 1914.

"The Forsaken Merman," by Dr. Henry G. Leach, Manager of the American-Scandinavian Society.

3rd mo. 23rd, 1914.

PUBLIC LECTURES AND MEETINGS

"The Political Situation in England and Ireland,"
by Rev. C. Silvester Horne, M.A., Liberal and Radical
Member of Parliament.

4th mo. 17th, 1914.

"Æsop's Fables and the Legendary Æsop," by Dr.
Dean P. Lockwood, of Columbia University. Under
the auspices of Phi Beta Kappa, Zeta Chapter of Pennsyl-
vania.

6th mo. 9th, 1914.

MISCELLANEOUS

Musical given by Mr. Noah Swayne, 2nd, and the
Music Study Club of Haverford College for the bene-
fit of Preston Recreation Park and Playground Fund.

3rd mo. 27th, 1914.

Junior Day.

5th mo. 2d, 1914.

Annual Contests in Public Speaking for the Everett
Society Prize and the Alumni Prize in Oratory.

5th mo. 19th, 1914.

"Gifts to the Nation," presented by students of
Hampton Institute, Virginia, for the benefit of Hamp-
ton Normal and Agricultural Institute.

6th mo. 8th, 1914.

Senior Class Day.

6th mo. 11th, 1914.

Commencement Day. Commencement Exercises in
Roberts Hall, with address by President John H. Fin-
ley, LL.D., of the University of the State of New York.

6th mo. 12th, 1914.

H A V E R F O R D C O L L E G E

S U M M E R S C H O O L E V E N I N G L E C T U R E S

“The Spirit of To-day and Its Challenge to the Church,”
by Dr. Rufus M. Jones, Haverford College, and Dr. W.
Douglas Mackenzie, Hartford Theological Seminary.

6th mo. 20th, 1914.

“The Modern Attitude Towards Social Problems,”
by Dr. James P. Lichtenberger, University of Pennsylvania.

6th mo. 22nd, 1914.

“A Quietist in Action,” by Dr. Rufus M. Jones, Haverford College.

6th mo. 23rd, 1914.

“The Forces at Work in the Social Movement,” by
Professor Walter Rauschenbusch, Rochester Theological Seminary.

6th mo. 24th, 1914.

“The Open Door,” by Dr. Hugh Black, Union Theological Seminary.

6th mo. 25th, 1914.

“Adolescent Characteristics,” by Dr. Arthur Holmes, Pennsylvania State College.

6th mo. 26th, 1914.

DEGREES, PRIZES, AND HONORS GRANTED IN 1913-14

DEGREES

The following degrees were conferred on Commencement Day, 6th mo. 12th, 1914:

Master of Arts

Philip Collins Gifford, A.B. (Haverford College).

Thesis—The Citrus Fruit Industry in the United States.

William J. Reagan, A.B. (Earlham College), A.B. (Haverford College).

Thesis—The Implications of Personality.

William Webb, A.B. (Haverford College).

Thesis—The Albany Congress of 1754.

John Brooks Woosley, A.B. (Guilford College), A.B. (Haverford College).

Thesis—The History of Negro Suffrage in North Carolina.

Charles Otis Young, S.B. (Haverford College).

Thesis—Casein, and its Industrial Uses.

Bachelor of Arts

Jules Silvanus Bentley	Harold Macy Lane
Walter Gregory Bowerman	Roy McFarlan
Carroll Dunham Champlin	Harold Schaeffer Miller
Stewart Patterson Clarke	Rowland Stanton Philips
Howard West Elkinton	Edward Rice, Jr.
John Kittera Garrigues	Baxter Key Richardson
Jesse Paul Green	Robert Groves Rogers
Edward Morris Jones	Samuel Emlen Stokes
Hadley Hart Kelsey	Herbert William Taylor

Douglas Waples

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Bachelor of Science

Henry Ernest Bell	Robert Allison Locke
George Valentine Downing	Rowland Paull McKinley
Charles Willis Edgerton	Douglas Leonard Parker
Alfred Walton Elkinton	William Sheppard Patteson
Thomas William Elkinton	Paul Hudson Sangree
Joseph Cooper Ferguson, 3d	Robert Chapman Smith
Malcolm Ferris	Charles Kingsley Trueblood
Thomas Raymond Kelly	William Henry Bacon Whitall
Benjamin Jones Lewis	Charles Rhoads Williams

FELLOWSHIPS AND SCHOLARSHIPS FOR 1914-15

The Clementine Cope Fellowship

Walter Gregory Bowerman

Teaching Fellowships

Carroll Dunham Champlin

Herbert William Taylor

Corporation Scholarships

Class of 1915

Elmer Shaffer	Paul Kimball Whipple
George Hervey Hallett, Jr.	Edgar Milton Bowman

Class of 1916

Ulric Johnson Mengert	Edgar Chalfant Bye
Wilmar Mason Allen	William Townsend Hannum

Class of 1917

John William Spaeth, Jr.	Joseph Warren Greene, III
Donald Hinshaw Painter	Hugh Exton McKinstry

PRIZES

Class of 1918

Joseph Marchant Hayman, Jr. William Jenks Wright
Neil Gilmour Kenneth Waldie Webb

PRIZES

The Alumni Prize in Composition and Oratory

Carroll Dunham Champlin
Honorable Mention—Thomas Raymond Kelly

The Everett Society Medal for Extemporaneous Speaking by Sophomores and Freshmen

Ulric Johnson Mengert
Honorable Mention—Wilmar Mason Allen

The John B. Garrett Prizes for Systematic Reading during the Sophomore and Junior Years

First Prize (\$40).....Felix Muskett Morley
Second Prize (\$30).....Grover Cleveland Theis
Third Prize (\$20).....Edgar Milton Bowman
Fourth Prize (\$10).....Ernest Nicholson Votaw

The Class of 1896 Prizes in Latin and Mathematics for Sophomores

Latin.....Ulric Johnson Mengert
Mathematics.....Ulric Johnson Mengert

The Class of 1898 Prize in Chemistry for Seniors and Juniors Walter Elwood Vail

The Class of 1902 Prize in Latin for Freshmen

John William Spaeth, Jr.
Honorable Mention—William Henry Chamberlin

HAVERFORD COLLEGE

The Mathematical Department Prize in Mathematics for Freshmen

John William Spaeth, Jr.

The Reading Prizes in Philosophy for Seniors and Juniors

First Prize.....Carroll Dunham Champlin

Second Prize.....Howard West Elkinton

The Reading Prizes in Biblical Literature

First Prize.....Newlin Fell Paxson

Second Prize.....Albert Graham Garrigues

French Prizes for the best Essay on some Subject connected with French Literature

Senior or Junior Prize.....Joseph Cooper Ferguson, 3d

Essay—The Influence of Walter Scott on Balzac

Sophomore Prize.....Edgar Chalfant Bye

Essay—Racine's "Phèdre"

The Elliston P. Morris Prize offered in Alternate Years for the best Essay on

"International Peace and the Means of Securing It"

Douglas Waples

HONORS

Seniors elected to the Phi Beta Kappa Society

Walter Gregory Bowerman Roy McFarlan

Edward Rice, Jr. Howard West Elkinton

Douglas Waples Charles Kingsley Trueblood

HONORS

Juniors elected to the Phi Beta Kappa Society

George Hervey Hallett, Jr. Edgar Milton Bowman

HONORS IN DEPARTMENTS

High Honors

Walter Gregory Bowerman.....Mathematics

Honors

John Kittera Garrigues.....Latin

Jesse Paul Green.....Economics

Roy McFarlan.....Latin and Economics

Edward Rice, Jr.....Philosophy

Douglas Waples.....Latin

Preliminary Honors

Albert Winslow Barker.....Greek

Walter Gregory Bowerman.....Latin

Edgar Milton Bowman.....French

Emmet Reid Dunn.....Biology

Alfred Walton Elkinton.....French

Joseph Cooper Ferguson, 3d.....French

William Townsend Hannum.....Mathematics

Ulric Johnson Mengert.....Latin and Mathematics

Sherman Parker Morgan.....French

Edward Rice, Jr.....French

Elmer Shaffer.....Biology

Douglas Waples.....French

William Henry Bacon Whitall.....French

Honorable Mention

Wilmar Mason Allen.....Biology 2

Walter Gregory Bowerman.....French 1

H A V E R F O R D C O L L E G E

William Henry Chamberlin.....Greek 1 and Latin 1
George Hervey Hallett, Jr.....Mathematics 3
Hadley Hart Kelsey.....Latin 4
John Gray Love, Jr.....Economics 1
John William Spaeth, Jr.

 Greek 1, Latin 1, and Freshman Mathematics
Arthur Emerson Spellissy.....Freshman Mathematics
Joseph Stokes, Jr.....Greek A
Kempton Potter Aiken Taylor.....French 5
Ernest Nicholson Votaw.....Mathematics 3
Edward Mitchell Weston.....Freshman Algebra
Paul Kimball Whipple.....Latin 4 and French 5

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MAR 6 1915

HAVERFORD COLLEGE
HAVERFORD, PA.

HAVERFORD COLLEGE

VOL. XIII **BULLETIN**

No. 4

ALUMNI QUARTERLY

FEBRUARY, 1915

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ALUMNI QUARTERLY

February, 1915

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EDITORIAL

BY a unanimous vote of the QUARTERLY Board of Editors, we again raise the question of increasing the numbers of the College to three hundred. The Executive Committee of the Alumni Association has approved the aim of the QUARTERLY; and at present a committee is in process of formation, which will knit together all the scattered committees which have in the past devoted themselves to this purpose. The Founders' Club at its first annual dinner went on record as emphatically approving such a course. Again, the student body at the College have taken up the idea. We print below a letter from their committee. Hence the outlook is bright, and we ask all readers of the QUARTERLY to consider the problem carefully, write any communications which they deem suitable, and above all, work to interest the general public in Haverford. This is the duty of Alumni more than any other body. In our next number we shall attempt to give an account of newspaper publicity and of activities in the various city Alumni clubs.

ALUMNI AND ADVERTISING

WE have too much to say in this issue to give a resumé of our remarks in the June issue on the subject of "More Students." We wish it understood that Haverford College is not a vacuum that fills itself with students, automatically. In point of fact, Haverford College is a manufacturer of education, with a respectable plant, efficient staff and efficient administration; lacking, however, an essential factor—an organized sales force. The sales force of any educational institution is its alumni body, and the convincing argument thereof, the ability and consequent reputation of the members of that body.

The general public does not take chances on prizes in a grab-box, and pay for them at the rate of \$450.00 per student. The packages in the grab-box must be labeled, and the labels read. It makes no difference how many crates of honorary degrees may be attached to the professors of any given college, if no one knows it. It makes no more difference what Alumni the College turns out, if these Alumni are labelled "financiers," "ship-builders," and "statesmen," instead of "Haverford College."

To better our standards, increase our numbers, in the light of present-day competition in the educational world, to hold our own, we must advertise—advertise the achievements of our Alumni, the abilities of our professors, and all the other things of which we are rightly proud.

Let us leave the bodies of our ancestors in their own graves and take a chance as to whether or not they will

worry. Let those who believe in ghosts do the worrying. Let *us* do the advertising. Those who do not believe it necessary, please note:

The educational plant of Haverford College is run at a great economic loss. We said that the public took a chance at approximately \$450.00 per student. Data at hand show that the cost of production per student is nearer \$800.00. We commonly boast of the large salaries we pay our excellent professors. In spite of our professors' reputations, we do not suppose there is any Alumnus who takes the trouble to think, who cannot realize that without exception he never attended a lecture or recitation under any professor at Haverford, which could not equally well have been attended by twice the number of students, at a cost of one-half the expense per student. Perhaps you did take Dr. Gummere's Shakespeare or Chaucer course and had to sit on the window-sill and write your notes on someone else's back, but a moment's reflection will show you that Roberts Hall would have comfortably held practically any number. Why gorge one man with food when ten men could feast?

The writer personally took courses under a number of professors, in which there were only two or three in the class, not due to any lack in the ability or reputation of the professor, but to the lack of students. The price of the banquet is not reduced because all the food is not eaten. The difference should properly have been charged to economic waste, instead of to an increased price per plate.

Our athletic facilities bear the exact proportion to present utilization which a siege gun bears to a rifle bullet.

Is there any use in owning a siege gun for the purpose of shooting rifle bullets? It is reasonable to suppose that we will go on collecting money from our long-suffering Alumni for athletics until we have a Yale or Harvard stadium in which to get lost. Think of that overhead expense charged against one hundred and eighty students!

Machinery should balance. The facilities of an educational institution should apply equally to all its functions. We do not believe there is any Alumnus who would not rather contribute to increased dormitory facilities actually demanded by an increasing number of students, than to a marble stadium. In effect, we have an athletic plant, teaching staff, and educational equipment not being used anywhere near to capacity, with a consequent high unit cost of production and comparatively great economic loss.

Still, to those who do not think that advertising is necessary, we might suggest the advisability of looking elsewhere than into their own mirror. One person's knowledge does not prove another's. One who knows Haverford College finds it hard to conceive of one who never heard of it; but that such persons exist, has been proved. Haverford College is in the encyclopaedias, and is also listed as a railway station. It is known to functionaries of the higher education, and to school-teachers. But it is not known by nine out of ten of the schoolboys from Boston to Baltimore, who intend going to college, or to their parents, except as a typographical error for *Harvard*. It would appear that this particular portion of the general public should possess such useful knowledge.

We are not going to get more and better students, utilize economically our present facilities, realize ideals, which we must admit do not at present exist, unless we do some work, protect ourselves against competition,—and advertise.

Jelly-fish complacency, mutual admiration societies, ultra-bigoted loyalty, or absence of common-sense have no effect on the stars in their courses. They are satisfactory to ourselves alone, and produce absolutely no impression on the ignorance of outsiders. We could just as easily listen to remarks by some of our Alumni to whom the public gives ear, remarks in which the public is interested, as to remarks of self-praise that are beginning to bore even ourselves. We might even make so bold as to call the public's attention to Haverfordians' opinions on important subjects of general interest, for the public doesn't care a continental how green the grass is on Haverford campus.

A hundred-headed jelly-fish, if you can conceive of such a beast, is not, it need hardly be said, an efficient sales force, publicity agent, or advertising manager. Authority must be centralized, responsibility must be fixed, co-ordinated co-operation must be assured, to give promise of results.

We need a paid advertising manager to utilize the co-operation of our Alumni, Faculty, and student body, in placing before the public that sends its sons to college, the truth which we believe about our College.

We do not want anyone, brainy or brainless, whose tenure of office depends on the extent of his philanthropic enthusiasm, but one whose position depends on his results, judged by competent men.

By all means, let us have a Haverfordian, but by that we do not necessarily mean we desire to create a lucrative sinecure for one whose ancestors have been Haverford graduates for generations. That condition would prove necessarily, nothing. We need a man who can grasp the possibilities of the situation and believe in Haverford's future. Let him be responsible to an Alumni Committee whose members amount to something in the eyes of the general public. We have such Alumni. Let that man see to it that the advantages of Haverford College as an educational factory are not considered contraband, but are passed by its undergraduates and Alumni with papers properly viséd, to the press, public, and the preparatory school.

It would take only a small portion of the amount charged every year to capital account to utilize our present plant to capacity, and if it is really necessary to show a deficit, to secure endowments, we have no doubt but that such a showing could be produced by paying an able man to work out the problem of making the public know us and believe in us, as we do ourselves.

W. SARGENT, JR., '08.

HAVERFORD AND PUBLICITY

By C. D. Morley, '10.

IN his forthcoming book on "The American College" (to be published in March by Doubleday, Page & Company), President Sharpless speaks of the loyal and affectionate interest which the alumni of American colleges generally display in the concerns of their alma mater. And he adds, referring to the frequent dinners, gatherings and speeches which all alumni love, "Much of this is purely sentimental." I take it that the purpose of the ALUMNI QUARTERLY is to back up our sentimental affection for Haverford with certain practical, business-like plans for realizing some of our Haverfordian ideals.

We are all agreed, I think, that Haverford does not get as much newspaper publicity as is desirable. The thing can be overdone, of course; but let it not be forgotten that even the great and serene universities of Cambridge and Oxford are reported for the London papers by "Our University Correspondent." To our eyes, at any rate, Haverford doings are sadly under-reported in the newspapers—as when, for instance, the New York Sun covered the Swarthmore game last November in seventeen lines. There is no reason why more Haverford news should not get into the papers. This can best be done by having a typed sheet multigraphed and sent regularly to a selected list of managing editors of newspapers and editors of all the literary and educational journals. This press sheet might bear something of the following format.—

Editors: Following news note is submitted to those who will be interested, and may be used immediately.

HAVERFORD COLLEGE PRESS BUREAU.

HAVERFORD PROFESSOR ANNOUNCES NEW BOOK

Dr. Colin Clout, Professor of Astronomy at Haverford College, Pennsylvania, announced recently that he has completed arrangements with X. Y. & Company for the publication of his new book on "Interplanetary Communication." Dr. Clout, who holds a Ph. D. from Johns Hopkins, and has studied in England and Germany, has been a member of the Haverford faculty for fifteen years, and is widely known for his researches. He has had a remarkable career, having begun life as a newsboy in Dublin.

This paragraph could be followed by others dealing with interesting happenings in the College. This sheet might be sent out once a fortnight, or as often as seems advisable, and could easily be done by one of the staff of the *Haverford News* for a modest compensation.

There is one way in which all Haverfordians can help the College, a way which we have none of us put to its full use. The College is always glad to send catalogues to those interested. Every Alumnus should get into the habit of sending a Haverford catalogue to prospective students or their parents. This can always be followed up by copies of the *Haverford News* and the *Haverfordian*, which reflect very faithfully the spirit of undergraduate life. And the various important schools of the country might well be assigned to various members of an Alumni Committee, who could keep them supplied with Haverford news. Each member of the committee could write personal letters to the headmasters and try, by establish-

ing a friendly relation, to exert a tactful and quiet influence in favor of Haverford.

I still adhere, however, to my previous idea—that the best and most far-reaching advertisement the College can have is its Faculty. As long as men of liberal and dynamic personality are moulding the thoughts of the students, those students will be going out to earn their bread with the happy conviction that Haverford College is a fine place for young men. The very voices of his favorite professors will be a cherished echo in their ears. What Haverfordian is there who ever read one of the ballads aloud without imitating Dr. Gummere?

And let us not be too concerned with building more dormitories (*dormire*, to sleep). Let us have laboratories a-plenty (*laborare*, to work). Let us build up our Library. Let us have, as the poet says—

“A few friends and many books, both true,
Both wise, and both delightful too!”

CHARLES J. RHOADS, '93

By P. S. W., '94.

HAVERFORD College has always had just cause for pride in the career of Charles James Rhoads, of the Class of 1893. The recognition of the reputation he has earned, evidenced by his selection as Governor of the Federal Reserve Bank of Philadelphia, calls for our congratulation, and an expression also of our sense of the honor he has done his College by his record and by the position he has now accepted.

There has been but one opinion voiced as to his qualifications for this position of honor and responsibility, namely, that no one could have been chosen better fitted for it in every way.

We like to think that the best type of Haverfordian is a modest gentleman, a man of integrity, ability and sound judgment, one who does not seek notoriety, but who never shirks a responsibility, continually strives to equip himself for greater responsibility, and performs every duty entrusted to him well, and to the best of his powers.

No Haverford graduate has a record more consistent with this standard than Charles Rhoads.

At College, in his classes, in athletics, as Editor of the *Haverfordian*; after graduation, as Manager of the College, Manager of the Penn Charter School, Manager of the Indian Rights Association, and Clerk of Haverford Monthly Meeting; at the Girard Trust Company, where, from one of the lowest positions on entering its employ as a boy he was advanced to the office of Vice-President, his course has been clean-cut throughout.

The Federal Reserve Act was approved by the Presi-

dent, December 23rd, 1913. Pursuant to its terms, in due course the country was divided into twelve so-called Reserve Districts, the national banks in each of which were required to subscribe to the capital stock of the Federal Reserve Bank of the District and to deposit with it a proportion of their required reserves. The powers of these Reserve Banks as to loans, clearing of checks, the issuing of currency and open market transactions need not be detailed here. Of the twelve districts, that portion of Pennsylvania east of the Alleghenies, together with New Jersey and Delaware, constituted District No. 3. Philadelphia was selected as the city at which should be established the Federal Reserve Bank of the district. Of the three of the nine directors chosen to represent the banks, Charles Rhoads was elected one—and upon organization he was chosen executive head, with the title of Governor. The subscribed capital of the Reserve Bank of Philadelphia is now approximately \$12,500,000. The deposits are now in excess of \$20,000,000 and when the new reserve requirements are fully in effect should amount to about \$50,000,000.

The passage of the Federal Reserve Act has been one of the most important steps affecting the currency and finances of the country in its history, and of the twelve executive heads of the regional banks established under it, Charles Rhoads is one. The new system must be tried; possible defects in it must be corrected. Banking experience, careful judgment, executive ability of the highest order, must be applied to produce the results that are hoped for and expected. To accept the governorship of the Reserve Bank of Philadelphia and thus take part in this work of public benefit meant for Charles

Rhoads giving up an assured position, the duties of which were congenial, and thoroughly familiar to him, a position which as he filled it was justly regarded as one of the foremost in the financial institutions of Philadelphia. His selection for this new office, his qualifications for it, his willingness to accept it, stood for all the qualities we have attributed to him, and one more—public-spirited citizenship. We take the greatest pleasure in congratulating him and expressing our pride in being his fellow Alumni.

THE WORK OF PHILIP J. BAKER, EX-'10

THE work of the Friends in England, whose religious convictions forbid the war spirit and military methods, is very significant. They have organized "The Young Friends' Ambulance Corps," now at work in Belgium. Some eighty volunteers, Oxford and Cambridge men, while not prepared to enlist nor carry arms, risk their lives in rescuing the wounded, and with their surgical staff and motor ambulance service manifest the bravery of the men in the trenches.

Their leader, Philip J. Baker, a well-known Cambridge man, famous as an athlete, as a scholar, and as a peace man, is the son of Mr. J. Allen Baker, M. P., who is known to many Philadelphia friends.

Philip Baker spent a year at Haverford College, and has many warm personal friends here.

The need is for thirty thousand dollars immediately, as—though many of the men pay their own way—the motors and their maintenance are very costly, but are what make the work so effective, in making it possible to reach and help large numbers of wounded. The first contingent of forty men took with them eight motor ambulances, with stretchers and full tent and field equipment. This must be maintained, and as the need is so great, it is hoped enough money will be raised to equip another forty men who have volunteered for this service.

Contributions of any size will be gratefully received by C. C. Morris, 104 South 21st Street, or Charles J. Rhoads, Villa Nova, Pa.

HAVERFORD'S ATHLETIC EQUIPMENT

By Joseph W. Sharp, Jr., '88.

THE purpose of this article is to give some consideration to the influence of athletics, as conducted at Haverford, in bringing about the larger Haverford of the near future. For there is now to be launched an earnest and definite campaign to increase our enrollment to three hundred students.

To successfully accomplish this, it goes without saying that the campaign must be conducted along many lines; conservatively, of course, for quality is our goal—otherwise we would not have limited our numbers to three hundred.

There is the question of additional dormitories, and also the maintenance of a notable faculty and perhaps a few additional tennis courts, and some say a baseball diamond. But, after all, these are merely material problems and simply mean the investment of a few thousands of dollars—an increase in the capital already invested in a growing business. Is the business a successful one, and are the returns satisfactory to the owners? We think so; and therefore believe that these material needs can be had as the result of a broad-gauged, energetically conducted campaign; the Corporation and the Alumni propelling.

If the writer's information is correct, universities and colleges are not money-making institutions in any direct sense, but they are supposed to turn out some money-making products, and some of these products eventually invest of their surplus in increased capital of their Alma Mater.

Granted, then, that these products exist, and remembering that our material needs will never be paid out of the earnings of our business, it is the work of our campaign managers to promptly collect the said items of surplus and to invest them without further delay in the said items of material needs.

Behold, then, we have our plant; now for our quota of students!

Our aim at Haverford is to turn out men strong of mind and body, and so add to the sum total of good and useful citizens. We desire to attract young men who have in embryo these qualifications, and who furthermore are ambitious and have a keen desire to do things and are not satisfied to be onlookers.

Every year the schools must be turning out an increasing number of boys of this stamp. To be sure, the lure of the universities and large colleges with their prestige is strong, in spite of the commercial features of their athletic fields—for unfortunately these are today a large advertising success, and they pay, if the thing desired is to attract numbers—especially if the entrance requirements are kept sufficiently low. But is not the day of the small college at hand? Are not the right kind of boys beginning to realize that it will pay them to put in their four years of college life where the opportunity is given them to work hard and play hard; where the loafer is not popular; where they will meet congenial spirits, and where they can be sure of actively entering into some branch of athletics that appeals to them?

Let us consider what we have to offer athletically: A gymnasium, splendidly equipped; Walton Field, perfectly graded for football, and surrounded by one of

the finest quarter-mile cinder tracks in the country; two soccer fields, with room for many more; beautiful Cope Field for cricket, and tennis courts here and there over a campus of incomparable beauty and extent. And what of our standing in sports, and what the conditions of play? Through a long series of years, first and foremost in cricket—the sport that has placed the sense of honor and true sportsmanship in all branches of our sports. In football, the constant development of courageous teams and now, under skilled tutelage, we have our teams drilled “to the minute.” In soccer, the first college to take up and develop the game, and we are ever able to stand abreast the teams of the larger colleges. Our gymnastic teams have ever shown a strong college spirit and a determination to perform cleverly in every department. Our track and field sports have in the new track and athletic field an added stimulus to enlarge their scope.

No college in the land plays these games with greater grit and better spirit, and in skill we are not lacking, for we rejoice even “athletically” that we can “hew to the line” in admitting our students; for in our sports we want gentlemen—gentlemen with more than average brains.

It is our purpose, then, to hunt out the young men we want and make them willing captives, by making known to them the attractiveness of our athletics as well as our other possessions, but in doing so we will insist that they meet our requirements, and we believe with the attractions we have to offer, the higher we peg our requirements, the sooner we will post our “Waiting List.”

ARTISTIC ACTIVITY AT HAVERFORD

By Christian Brinton, '92.

It must be conceded that the second commandment of the Jewish decalogue has not been without specific influence upon the cultural history of Hebrew, Puritan, and Friend. The stern and peremptory admonition, "Thou shalt not make unto thee any graven image, or the likeness of anything that is in heaven above, or that is in the earth beneath, or that is in the water under the earth," has incontestably conspired to repress aesthetic productivity and the love of visible beauty. Ensuing centuries have, however, agreeably moderated the august sonority of Sinai, and today the contribution of the consciously creative artist cannot be ignored in any civilized community.

The attitude of Haverford toward the pictorial and plastic arts, as well as toward music and the drama, has necessarily been conditioned by the ideals of a sect which favors a simple manner of worship, which acknowledges no authority save the conscience, and makes little of form and ceremony. Whatever Haverfordians may have achieved along these lines has been the result of individual, and not infrequently surreptitious, effort. We have heard recently of the solemn, bardic isolation to which David Bispham was relegated when constrained to strum his banjo and raise his voice in song along the railway tracks beyond College bounds. Perceptible ameliorations had taken place a decade or so later when a group of aspiring Thespians gave, in Alumni Hall, a richly characterized rendering, though without costumes

or make-up, of Howells's innocuous farce, "The Mouse-Trap."

There was, in fact, during these days—the historic and histrionic early nineties—considerable interest manifested, not alone in the drama, but in music and the graphic arts as well. While certain of these same Thespians concentrated more attention upon "The Doll's House" and "Hedda Gabler" than upon Chemistry or Conic Sections, they had the discretion to confine their public activities to Howells and Maddison Morton. The movement culminated in a series of performances at Library Hall, West Chester, and in such embryonic strivings doubtless lurked the genesis of the now officially recognized Cap and Bells.

In surveying these sporadic outbreaks through the perspective of close upon a quarter century, special mention should be made, not only of David Bispham, who so eloquently voiced his own apologia last Commencement Day, but also of Maxfield Parrish, whose early instinct for line and tone was evinced upon the walls of his study in Barclay Hall and across the pages of his Chemistry note-book. The melodic gift of C. Linn Seiler, the grasp of musical and dramatic criticism displayed by Sigmund Spaeth, the mastery of the exigencies of theatric representation exhibited by Ralph Mellor, and the appropriate contribution to the architecture of the College by William S. Vaux, Jr., all point toward an undisputed capacity possessed by Haverfordians for artistic expression.

It is obvious that the musical and dramatic propensities of our undergraduate body are able to find appropriate outlet. In the subtler and less popular province

of aesthetics proper, matters are, however, somewhat otherwise. Most of our leading educational institutions accord more or less place to a consideration of the so-called fine arts. It is true that much of the work accomplished is of a desultory character, and the courses in question not infrequently contribute mere diversity to an already congested curriculum. And yet it can hardly be questioned but that there is at a college such as Haverford, situated in close proximity to one of the traditional aesthetic centers of America, distinct place for systematic and stimulating, if not technical, art instruction.

The role that painting, sculpture, and architecture occupy in the cultural development of mankind, and, above all, the part that art plays as a social factor, could, if suitably presented, scarcely fail to prove absorbing themes to the more susceptible students. Even a cursory survey of the annals of Haverford shows what isolated units, impelled by little save their own individual impetus, can achieve in this congenial field. It next remains to be seen what can be accomplished toward the fostering of more general appreciation and more widely diffused aspiration.

A LETTER FROM OXFORD

The present is an exceedingly profitable time to be in England—profitable for instruction in the spirit and purposes which dictate the policies of the British Empire. More than any of the other combatant nations, the English are pursuing their daily round of commercial and intellectual activities, not greatly disturbed by the toil and moil of their army in the trenches of France. One is amazed to witness the imperturbability of these people. They refuse to get excited about the war. They do not moan over their awful losses in dead and wounded; they do not utter savage threats of retaliation; they simply express their good-humored inability to understand the benighted ignorance in which they fancy the German people have engaged in this unhappy enterprise. They patiently await the hour when the whole world, Germany included, shall confess the justice of the Allies' cause in a war which was inevitable. For that hour they wait with a conscience made calm by the thought of duty done, and with the determination to fight on grimly to the desired end.

Already, on November 1st, the British casualties for three months of warfare were set at 57,000. This is doubtless a small figure when compared with the casualty lists of the European nations; but it is large enough to have decimated the British aristocracy of birth and talent who were the first to get in action with the regular army. The daily lists of dead and wounded contain the flower of the land, and the mention of "only sons" and "youngest sons" and "heirs to the title" is sad beyond measure to peruse. When the Michaelmas

Term opened here at Oxford, 1,500 undergraduates out of 3,000 had already joined the colors; 500 more will go at the Christmas holidays. The Rhodes Scholars, the Colonial students, and many Freshmen remain for the present. But practically all able-bodied British undergraduates are drilling regularly with the Oxford Training Company and have volunteered. All of the colleges are reduced by half, many by two-thirds, and a few, like Oriel, to a mere handful. Similar conditions are said to prevail at Cambridge and at the Victorian universities.

Under such conditions, life here at Oxford is said to be entirely abnormal: lodging-houses are largely deserted; students have moved into their colleges, where there is room and to spare; the afternoons are devoted to drilling in the parks, instead of to more peaceful athletics; khaki is allowed in academic lectures as it is in the London law-courts. There are 3,000 soldiers billeted in the town; the new Examination Halls are fitted with six hundred beds for the wounded; the city is so full of Belgian refugees that French is heard everywhere in the streets; the Town everywhere dominates the Gown.

There appear to be three classes of men in England at the present time: the common herd of workers who neither understand nor care very intelligently what England is fighting for; the large intelligent class of good sort of people who regret the war, but who complacently believe in its justice and are determined to "muddle through" with it to a victorious conclusion; and the third small remnant of thinkers and seers who are sorely depressed over this fiasco of modern civiliza-

tion, and who are seeking about if haply they may find a cure for such unutterable calamities.

The second class, as just distinguished, is the source of the "Oxford Pamphlets," to which many learned historians, economists and statesmen contributed. In tone they are controversial, statistical, and intensely patriotic documents. They seem to have taken their cue from the extraordinary "Address of the German theologians to the Evangelical Christians abroad." They are concerned with proving that black is black and white is white, despite the assertions of the German academics. However, they are but breaking in open doors; because anyone who is not yet sure of being right in this arm-chair controversy is sadly behind the times.

More recently there have appeared the first numbers of another series of "Papers for War Time," written by a self-appointed group of Anglican and Nonconformist divines and laymen, and published by the Oxford Press. Six of these have already appeared, and go far deeper than any other war literature yet available. They are written in a spirit of prayer and fasting, by men who believe that Truth can be only spiritually discerned. It is to be hoped they will be widely read in America, for in their thoughtful perusal there is great profit. In the presence of the actual downfall of civilization and the exaltation of brute force there is enough to give the Christian Church a long pause. Most people feel that after this war the world will be a great deal better or a great deal worse. The Church, Socialism, and Cosmopolitanism are three forces which, if rightly directed, ought to push the world along in a better way. In the present hour of trial many latent forces have become

active: there is an incredible amount of self-sacrifice, of sympathy, of sweetness, and charity abroad in the world. Men and women are vying with each other in deeds of simple faith and unreported heroism. Regrettable though it be to confess it, a war has been necessary to prove how much virtue there is in the average man of the world. It is for the man of the future, and especially for us in America, to prove that heroism is not begotten by war alone, and that the sweet flowers of Christian charity will flourish elsewhere as well as in the blood-soaked trenches of France and Poland.

It is clear that the civilization of the future will look expectantly to America for leadership and inspiration. College men must study the present and prepare themselves for a hero's part in the future. The American undergraduate must ask himself to-day, "Am I ready to give in a righteous cause, in a spiritual warfare, such proof of courage and self-sacrifice as the youth of the Old World is giving in a struggle for physical mastery?" They are setting a fast pace over here which compels admiration. It is worthy of our best endeavor to prove that we in America are capable of an equal effort in a greater cause. What is wanted is a cause so compelling and so absorbing that it will unite all men in a passionate allegiance to its claims. The great day of reckoning is already contemplated with some misgivings. When that day comes, the United States, under the wise lead of President Wilson, will hold a unique strategic position in determining the spirit of a new age.

WILLIAM W. COMFORT, '94.

LETTER TO THE QUARTERLY

Lancaster, Pa.,
Dec. 4th, 1914.

Editor ALUMNI QUARTERLY:—

During the past year it has been my good fortune to have participated in the activities of several organizations working for children. Association with the boys we are trying to help has given me so much pleasure that I want to bring to the attention of Haverfordians a field of social work for which I believe they are well fitted. Haverford graduates have taken a prominent part in political reform movements; but they are not doing their share to help the boys in the streets. In many places the call for friendship and interest from those unfortunates is being answered by college men; but Haverfordians as a body have turned a deaf ear to this appealing cry. As I believe Haverford men are not doing their duty in this respect, it may not be amiss to state some of the opportunities open to you to help the boys of your town.

You have often passed public playgrounds, but have you ever thought of spending an hour playing with the boys there gathered, who are yearning for your personal interest and companionship? Go to one of these places instead of the club some afternoon, show the boys a few "stunts" on the bar, or play one of our simple campus games with half a dozen of the street urchins, and see if you can deprive yourself of that privilege again. From a selfish point of view, I venture the statement it will be one of the happiest days of your summer; and you will soon realize

that you have given those youngsters some of the spirit and ideals you boast Haverford gives her sons.

Do the youths who come before the Juvenile Court in your county receive the attention of a college man as a friend and adviser? The Big Brother Movement, started by a man who for ten years as Clerk of the Children's Court in New York City had an excellent opportunity to judge the needs of the boys "brought in" for almost every offence in the category of crime, seeks to supply the greatest need in the lives of these boys—a friend. The members are not "special policemen" for their Little Brothers, they are sympathetic friends. If these victims of environment are to be saved from the penitentiaries and worse, college men must answer their call and enter their lives. You cannot help these boys by boasting of what Haverford is or did for you; you must get to know one or more of them as an older brother. The lad fortunate enough to receive your personal interest will look up to you from the start; and you will soon love him and seek the opportunity to make your Haverford training count in the lives of other boys who can never hope to see the inside of Founders. A few hours a week spent with those boys will make your life worth while; and if Haverford has put the right kind of stuff inside you, it will count in their lives.

If ten of the readers of this communication will grasp the opportunity for happiness from this kind of work and play, in a few years Haverford men will be running a camp for boys from city slums, such as Princeton alumni and undergraduates conduct near Bay Head, N. J. In 1913 I spent a week at the Princeton Summer Camp, and it made me wish my Alma Mater could boast

of a similar work. Those seven days—among the happiest in my life—made me want to tell every Haverford man of the joy of answering the call of the boy in the streets—not with money, but by active personal interest in him.

CHARLES L. MILLER, 1908.

BOOK REVIEWS

IN this department the work done by Haverford men is particularly gratifying. Besides the reviews which we print below, much other matter has been called to our attention. Within a few months, Doubleday, Page & Co., of New York, will publish a book by President Sharpless on *The American College*, and one by Walter S. Hinchman, '00, on *The American School*. It is significant that these two publications are written by Haverford men. Warner Fite, '89, has contributed several articles on philosophy to current periodicals; R. C. McCrea, '97; H. S. Langfeld, Ex-'01, have also been doing reviews and articles. F. N. Maxfield, '97, has published *An Experiment in Linear Space Perception*, the result of his psychological experiments at the University of Pennsylvania. S. G. Spaeth, '05, has published with the Century Company, of New York, several pocket guides to operatic masterpieces. We welcome with especial pleasure an edition of the *Eclogues* of Sannazaro, by Dr. W. P. Mustard, whom we refuse to regard as other than a Haverfordian. This book forms another link in the chain of publications which have placed the author at the head of scholars in pastoral poetry on both sides of the Atlantic. Other books are due to appear; we shall endeavor to review them in our next number. Alumni are requested to send in names and titles of all books or articles for which Haverfordians are responsible.

PRESIDENT SHARPLESS

The American College, published by Doubleday, Page & Co., of New York, will appear within two months.

This book, of 215 pages, with a brief bibliography, embodies the results of forty years of devoted attention to the affairs of Haverford, and of education in general; it will therefore be of special interest to Haverford men, who know the stuff of which the book, and the writer, are made. The first chapter is historical; the second deals with administrative problems; the third, with courses of study; the fourth, with student life; the fifth, with "The Function of the College." The book forms one of a new series devoted to American interests and ideals; it is reasonable in price, and should command a wide circulation. The characteristic keynote of the book emphasizes the importance of character as well as of the intellect.

'85

Spiritual Reformers in the 16th and 17th Centuries, By
RUFUS M. JONES. *MacMillan and Company, Ltd.*,
1914.

This book is a companion piece to the same author's *Studies in Mystical Religion*; and these two form an historical foreground for the series now being prepared and already partly written, that traces the origin and progress of Quakerism in a minute, impartial, and scientific manner. The Reformers, who are the subject of this book, antedated or were contemporary with the rise of Quakerism. They lived on the Continent, and were, generally speaking, of the time of Luther. They were men who caught the vision of spiritual liberty and of the dignity of human nature more fully and more boldly than the great Luther dared either to hope was reasonable or to put into practice among men as he

saw them. The book will interest a much wider circle of readers than those who are in search of Quaker origins only. It is a contribution to the history of Christian thought.

The book is mainly devoted to a clear exposition of the doctrines and philosophy held by these 16th century higher critics—their Biblical interpretation, with its critical spirit as opposed to the growing rigidity of orthodox opinion; their very “modern” theory of Atonement, with its rejection of the Calvinistic fall of man and his repurchase into divine favor; the indwelling spirit of God in each person, rendering him independent of priest and sacrament—all these 20th century ideas we find expounded by these ancient moderns.

But there is sufficient biography given to let us know that these men were martyrs for their beliefs, enduring persecutions or death, if such were the alternatives to denying their inward light. Besides this, the introduction discusses, in a highly condensed fifty pages, “What is spiritual religion?” giving certain criteria for evaluating the contributions of these heroes to Christian and philosophic thought.

CARROLL T. BROWN, 1908.

'87

Feeble-Mindedness: Its Causes and Its Consequences,
BY HENRY HERBERT GODDARD. New York: The
MacMillan Company.

This book presents much that is of great value to the medical profession, to the psychologist and to those interested in the prevention of crime, but it is not to be considered a text-book upon the subject of feeble-

mindedness. The social problems associated with the feeble-minded are carefully considered as a part of the argument for the Mendelian theory of heredity. The author believes that feeble-mindedness is a unit character transmitted according to Mendel's formula, and he presents the results of the detailed study of three hundred and twenty-seven cases of feeble-minded individuals to support his contention for the correctness of that theory. This chapter, containing the results of the Binet-Simon tests, the heredity charts and photographs of many of the cases, is the all-important part of the work and is a most valuable contribution to the literature upon this subject by a recognized authority. The author's conclusion that the study of these cases tends to the support of the Mendelian theory will create criticism from those who will believe that too little importance has been attached to transmissible disease, to preventable structural defects occurring early in life, and to extraneous influences in the production of feeble-mindedness, such conditions producing actual disease of the central nervous system or interfering to such an extent with the anatomical development as to act as an inhibitor to the normal brain in its further development.

J. S. EVANS, M. D., '95.

'89

The fourth edition of *The Modern Trust Co.*, BY FRANKLIN BUTLER KIRKBRIDE, Haverford '89, and J. E. STERRETT, gives an excellent account of the functions of a modern trust company and the best methods of handling its business. Each of the various departments are treated separately, and the organization and system

best suited to meet the needs of the average company are given in great detail. The subject is presented in a clear and logical way and all those who are interested in the theory or actively engaged in the practical management of a trust company will find the book of great value to them.

F. A. EVANS, '99.

'94

Erec and Enid, by Chrétien De Troyes, translated with an introduction by WILLIAM WISTAR COMFORT (in *Everyman's Library*), London and New York, 1913.

In preparing for the lay reader a translation of the four romances of Chrétien de Troyes (*Erec and Enid*, *Cliges*, *Yvain* and *Lancelot*—all of the poet's Arthurian romances except the excessively long *Perceval*, of which less than one-third is Chrétien's), Professor Comfort treads upon familiar ground, as the French medieval poetry has already furnished him the subjects of a number of valuable articles. The translator has aimed primarily at accuracy rather than at brilliance, and we may be sure that in his simple, every-day prose we have a faithful rendering of the Old French couplets. A twelve-page introduction sums up what little we know of Chrétien's life and work, assigns to this "twelfth century Bourget" his place as the first and foremost literary exponent of the medieval courtly ideal, and indicates the literary and social significance of the adaptation of the Celtic legends to the French romance of chivalry. It was manifestly impossible to discuss here the manner of diffusion of the *matière de Bretagne*, but

the reader who may wish to venture upon that battlefield of romance scholars will find at the end of the volume an extensive and well-chosen bibliography. The text is further supplemented by several pages of explanatory notes and references to parallel incidents which are to be found elsewhere in literature and folk-lore.

PERCIVAL B. FAY, '09.

'99

Abbreviations and Technical Terms Used in Book Catalogs and in Bibliographies, BY FRANK KELLER WALTER.

Boston Book Co., 1912. XI + 167p. D. (Useful reference series, No. 5). \$1.35, net.

It has often been asserted that the average catalog of books, whether that of a library or a bookseller, or a bibliography, is about as intelligible as Babylonian cuneiform writing to the average reader, on account of the awe-inspiring abbreviations in which it abounds. The character and purpose of this book as explained in the preface are first of all to help those who are not expert in bibliographical work out of the morass of meaningless terms in which they soon find themselves floundering. It contains a very good list of such terms and abbreviations as are used in the English book world, and French, German, Danish-Norwegian, Swedish, Italian, Spanish, Dutch and Latin lists with English equivalents. In addition there is a brief list of contractions of honorary titles with their full forms, and also one of the different places of publication with the names given them in various languages and the abbreviations used at different times for those places. All these lists are arranged alphabetically.

The work is much more extensive than any that has gone before, but no claim is made for anything more than approximate completeness; the compiler himself saying that it is but "a tentative preliminary list based on observation of the difficulties most frequently met in the use of ordinary trade bibliographies." The chief difference from other such lists lies perhaps in the greater attention paid to the terms and abbreviations used in current catalogs of second-hand booksellers, but which, as they describe peculiarities of individual copies, are seldom found in more formal bibliographies.

It is a valuable reference tool for catalogers, librarians, bibliographers and bibliophiles, and is invaluable as a guide to current abbreviations. Those who have found a book in a bibliography or other catalog after long search and are then confronted with some such term used in describing it as "o. O. u. J.," "u. a. a. O." or "sine a. l. et n.," will surely welcome a book like this, to which they may turn and get the equivalent in English. The book is well printed, the type is leaded, and wide margins and ample spaces between divisions of lists, etc., are left, the whole giving a pleasing appearance.

The book has already passed through one revision and correction, and the author has also published a supplementary list of Latin abbreviations and terms in the *Bulletin of Bibliography* for July, 1912. In the front is a partial list of authorities consulted.

W. WEBB, '13.

'01

"This is the story of a summer cruise down the Yukon River, through Bering Strait to Herald Island and North-

eastern Siberia, and by Bering Sea to the Alaska and Kenai Peninsulas. The book is of particular interest, because Mr. Marshall Scull's party was the first one successfully to accomplish a hunting trip into this part of the Arctic. There have been many successful trips made into the Arctic Ocean on the eastern side of North America, but, because of the difficulties and great distance to be covered, hunting trips north of eastern Siberia have not previously been attempted or successfully concluded. In this book Mr. Marshall Scull tells the story of a big game hunt, of which the trophies included practically all the game to be met with in Alaska, the western Arctic Ocean, and the shores of Siberia. But he does more, for the adventures which befell the party overshadow in interest the chase of polar bear and walrus. Incidentally he gives personal impressions of the important places in the interior and around the coast of Alaska."

This is what the publishers say on the cover of E. Marshall Scull's last book and it is a very good table of contents, but it can hardly be called a good description. The book is far more than that,—it carries conviction not only to the arm chair hunter who takes his outings by proxy, but to the man who has slept in the open and leveled a rifle at big game himself.

Some of the fraternity of campers are shy of books of adventure and hunting,—they have been disappointed too often. Mr. Scull, however, will convince them that some books on these subjects are worth while.

When he recalls the cold wind blowing over the ridge of a mountain on his body warm and perspiring with the climb, we shiver with him, because we have felt it, too.

When he describes the lashing of two kayaks together to prevent upsetting, we sympathize, for we know canoes and have seen kayaks (in museums), and do not care to try the crank craft at least in the open sea.

Many adventures befell the party, both in the Arctic and in the more accessible moose and sheep country in Alaska. The return voyage from the Arctic to Teller, Alaska, without a rudder, although Mr. Scull recounts it in a modest three or four pages, is thrilling enough for a fat novel in Jack London's style.

The description of walrus hunting in Chapter VIII is one of the clearest and most interesting accounts of a stalk of any animal the writer has ever read.

But the book is not entirely devoted to hunting and adventure; the descriptions of the Yukon River and the old gold trails tell a person who has never been there almost exactly what he wants to know.

Mr. Scull has been at pains, too, to see that a full list and explanation of the outfits required, including provisions, on the different hunts they undertook on their trip are given in appropriate places in his story, making the book a very valuable reference library for any hunter so fortunate as to contemplate an expedition in that quarter of the world. The illustrations have been well chosen and are well supplemented with maps, so that the reader is put in as good a position to understand what the hunters did as an arm-chair hunter can desire.

It is impossible to give a true impression of the book in a short article like this, and rather than take more of the reader's time in trying to describe it, I will close by recommending its immediate purchase and perusal by everyone who enjoys sport.

JOSEPH H. HAINES, '98.

'02

Eugénie Grandet, by Honoré de Balzac, abridged and edited with introduction, notes and vocabulary, By A. G. H. SPIERS. Boston, Heath, 1914.

While the ordinary year's crop of modern language text-books is conspicuous by its quantity rather than by its quality, it is gratifying to find a few which rank above the average, and among these should undoubtedly be placed Professor Spiers' little edition of *Eugénie Grandet*, intended for use in second or third year classes. The text has suffered a few minor alterations and has been considerably reduced to meet the exigencies of the class-room, but the student will doubtless not be ungrateful for an omission of some of the interminable detail characteristic of Balzac, nor will his respect for the novelist be diminished by such omissions. A brief introduction mentions the main facts of the author's life, and contains an interesting discussion of the nature and scope of his vast work. The vocabulary seems to have been carefully prepared, and the notes will be found especially useful in suggesting English renderings of idiomatic or unusual locutions.

PERCIVAL B. FAY, '09.

'02

The German Publication Society has recently undertaken the task of making more accessible to English and American readers the best of the German literature of the classical period and later times. A number of scholars and writers, under the general editorship of Kuno Francke, of Harvard, have planned a series of brief biographies and critical estimates of the chief

German authors from Goethe on, and illustrate their comments with translations of the best of the literature discussed; not in scattered fragments, but in selections large enough to be fairly typical of each author—in complete plays or novels, and in generous selections of appropriate poems, longer or shorter, from the lyrists or others who wrote in verse.* Indeed, the actual literature, in translation, far outweighs the other in bulk; the series consists of German classics, with explanatory comments.

Charles Wharton Stork, '02, appears side by side with many distinguished scholars and men of letters whom the editors invited to co-operate with them, as the translator of some fifty of the shorter poems. These include *Willkommen und Abschied* from Goethe (the poem beginning: "Es schlug mein Herz; geschwind zu Pferde," written during his student days at Strassburg on the occasion of one of his impulsive decisions to ride out to Sesenheim to visit Friedrike); four poems from the *Lyrisches Intermezzo* of Heine; two each from Novalis, Hölderlin, Nietzsche, Meyer and Freiligrath; one each from Storm and Strachwitz; eight from Lenau; nine from Mörike; four from Fulda; three from Hofmannsthal, and five from Droste-Hülshoff.

Many of these poems are lyrics; and the translator of lyric poetry experiences above all other translators the inherent difficulty in the task of matching the idiom of one language in another. One who is familiar with the

*German Classics of the 19th and 20th Centuries. Edited by Kuno Francke, assisted by William G. Howard. Twenty volumes, illustrated. Published by the German Publication Society, New York. Seventeen volumes have appeared.

irresistibly simple and direct original wording of, for instance, Heine's or Goethe's shorter poems, can hardly be persuaded that the translation does not alter so much as to disfigure. Mr. Stork has not hesitated to endeavor to reproduce the spirit of these poems, rather than follow too closely the absolutely literal content; though he has frequently lighted upon some ingeniously felicitous phrase which preserves both. I give a well-known poem by Heine as a sample of the manner in which he matches in English the simplicity of the original.

A lonely pine is standing
On the crest of a northern height;
He sleeps, and a snow-wrought mantle
Enshrouds him through the night.

He's dreaming of a palm-tree
Afar in a tropic land,
That grieves alone in silence
'Mid quivering leagues of sand.*

In some of the longer poems, the original does not ring so disturbingly in one's ears as in the case of the short and well-known lyrics. Morike's *Der alte Turmhahn*, for instance, a pleasant, half-humorous idyl of the fortunes of a church spire weathercock, is as satisfactory in Mr. Stork's easy English version as in the original. In one of the ballad-like poems, particularly,

*Ein Fichtenbaum steht einsam
Im Norden auf kahler Höh'.
Ihn schläfert; mit weisser Decke
Umhüllen ihn Eis und Schnee.

Er träumt von einer Palme,
Die fern im Morgenland
Einsam und schweigend trauert
Auf brennender Felsenwand.

the swing and vigor of the German has been admirably reproduced: in Annette von Droste-Hülshoff's *Der Knabe im Moor*, the first stanza of which I give.

'Tis an eerie thing o'er the moor to fare,
 When the eddies of peat-smoke juggle,
 When the wraiths of mist whirl here and there,
 And wind-blown tendrils tussle,
 When every step starts a hidden spring,
 And the trodden moss-tufts hiss and sing—
 'Tis an eerie thing o'er the moor to fare,
 When the tangled reed-beds rustle.*

One finds occasional awkward turns of phrase, perhaps the result of the necessities of translation, which might have yielded to patient and skilful search after a more felicitous rendering. Double rimes like *wooer—to her, bosom—blossom, wall there—all there*, smack somewhat of the versifex. It is somewhat to be regretted, too, that the policy of the editors seems to be not to mention the German titles of the pieces translated: surely enough persons acquainted with German will use the volumes to make it worth while to add to the translator's name, which is given in a footnote accompanying each selection, its German title. *To the Beloved from Afar* is a good enough translation of *An die Entfernte*; but many would like to know that the latter is the actual title of the poem which Mr. Stork has translated from Lenau's language into his own.

*O, schaurig ist's, übers Moor zu gehn,
 Wenn es wimmelt vom Heiderauche,
 Sich wie Phantome die Dünste drehn
 Und die Ranke hackelt am Strauche,
 Unter jedem Tritte ein Quellchen springt,
 Wenn aus der Spalte es zischt und singt,
 O, schaurig ist's, übers Moor zu gehn,
 Wenn das Röhricht knistert im Hauche!

The plan of the German Publication Society deserves all success; and the scholarship of the editors, the beauty of the illustrations and the printing, and the high literary quality of the translations will probably bring success. Mr. Stork's translations take their place as a worthy contribution to an excellently planned and executed undertaking.

T. K. BROWN, JR., '06.

UNDERGRADUATE REVIEW

Undergraduate Standpoint on Advertisement

In November an Undergraduate Committee on Advertisement, consisting of J. W. Gummere, '15; W. C. Brinton, '15; C. Sangree, '17; E. Lukens, '16; E. Shaffer, '15; W. Kirk, '16, and L. Van Dam, '17, was organized for the purpose of collecting material relating to schools and schoolboys. By taking this step, the great bulk of the work to be undertaken in "advertising" Haverford was entrusted to the undergraduates. Whether this provision will be temporary or not will be shortly decided, but in the meanwhile the undergraduate is entrusted with the responsibility of putting a new machine into operation. The work thus far has consisted in tabulating schools and schoolboys, and making it possible for the latter to attend College events without charge.

The Undergraduate, and What the Alum- nus Expects of Him

Interest in the advertising propaganda has nowhere been better evidenced than by the formation of school clubs, such as the Central High School Club, and the Penn Charter School Club. The former of these entertained fifty men at a smoker following the Yale soccer game. If well organized, there is no reason why such school clubs should not function as the real connecting link between the school and the college. The fact that a schoolboy is more interested in a college man from his own school than in any indiscriminately chosen college man is one to be put to active use. Nine-tenths of

Haverford undergraduates, by fair estimate, believe that the College should increase in size. The individual reasons for this conviction are seldom heard expressed, and are consequently hard to enumerate. The basis of the conviction is contained in the feeling that Haverford does not meet with the respect, both at home and abroad, that it should. "Why," the undergraduate may say to himself, "is not Haverford held in the same respect at Pennsylvania that Amherst is at Harvard?" If the undergraduate, in answering this question for himself, realized the fact that self-respect must always be the precursor of public respect, the problem would be simplified. *If Haverford is not properly respected abroad it is because she is not properly respected at home.*

"Intimacy breeds contempt." The Haverfordian who is a member of the track and cricket teams, has access to the *News Room*, and acts as a pillar of the Y. M. C. A., can never talk of Haverford with the bursting enthusiasm of the Harvard sophomore whose only distinction lies in "sittin' right next to Brickley in Math." To every undergraduate Haverford is an open book. The man who keeps out his football shoes to wear for soccer, and the man who seizes his pen with the double purpose of making the *Haverfordian* board and winning the Prize Verse competition—are but repeating the achievements of prep. school life. At Haverford the case is exceptional where persistent effort in any activity goes unrewarded. Thus undergraduate sophistication seldom goes hand in hand with enthusiasm. Competition being limited, specialization makes little appeal.

"But," urges the reader, "there's the *spirit* of the College to consider." It is true that small numbers

promote a congeniality sacrificed in larger institutions, but it is equally true that Haverford's "rightness, tightness, and littleness" are seldom heard lauded off the campus. The undergraduate is not proud when he confesses one hundred and eighty-five. The announcement is too apt to come as an anticlimax to his modest admission of College activity. It is the undergraduate attitude toward College when abroad which the Alumni may rightfully criticise. "Talking up" Haverford is an art which undergraduates have failed to master. Two Haverfordians, meeting accidentally in Shanghai, would greet each other with a cryptic interchange of signals and the drinking of tea; while brother Eli's, in a similar position, would organize into a cheering crowd of two and patronize the exuberant sake bowl. The comparison of *beverages* fortunately reflects to our credit.

What the Under-graduate Expects of the Alumnus

While the undergraduate is learning to monopolize the fire-place at home and begin every sentence with "Haverford," he looks to the Alumnus to support the second movement leading to a higher self-respect of Haverford; namely, increasing the number of students. The already overtaxed Alumnus will probably again be called upon to give the initial financial backing to the advertising project, with slight consolation in the thought that perhaps among the increased number of students may eventually appear more benefactors of the type that are now supporting almost exclusively the material gains of the College. The Alumnus has expressed himself as satisfied with the material gains of the College; it

remains for him to give value to his conviction that there should be more students at Haverford to share these material gains.

Civics Club This year the Civics Club has tried to reach a greater number of people, both in and out of College. To reach the students it was necessary to have speakers on subjects of common interest. This was made more feasible because of the election, and the war.

Mr. H. Wellington Wood was the speaker at the opening meeting—speaking for Brumbaugh. The next week David Wallerstein gave a most convincing talk on the democratic ticket. Scott Nearing told us about the socialist platform at the next meeting.

There are two classes with the foreigners with an average of twelve in each.

The average attendance with the Autocar classes has been about twenty-five.

C. FALCONER, '15, *Pres.*

Scientific Society We have forty-one members among the undergraduates. To date we have had five meetings. At three of these meetings undergraduates held the floor, while Dr. Sawtelle and Prof. Mitchell, formerly of Haverford, spoke at the other two. We have plans for talks every two weeks for the rest of the year. And plans are on foot to celebrate the fifteenth anniversary of the founding of the society.

E. R. DUNN, '15, *Pres.*

Music Study Club The Music Study Club has held several meetings during the first half year; and a successful concert by Mrs. Jessie Fulweiler-Spiers, pianist, and Mr. William Beatty, Jr., basso, was given under its auspices on December second. The club hopes to hold meetings more frequently after midyears and thus increase the already manifest interest in classical music.

E. BROWN, '17, *Pres.*

Cap and Bells The Cap and Bells Club started its work for the year at a meeting of the Executive Committee shortly after College opened in the autumn. At this meeting the plans for the year were roughly mapped out and committees were appointed to arrange the matter of the club pin, the Preliminaries, and the selection of the play.

The Preliminaries were held on December 11. There were three one-act plays given, and the Glee and Mandolin Clubs furnished the music for the occasion. The affair was a success, both from a point of view of good work and of showing good new material for the more important work to come later.

The plans for the coming season are rapidly being worked into definite form. The itinerary for the trip has not yet been decided upon, but will be arranged according to the best judgment of the management, in view of the possibility of a considerable loss, owing to the current "hard times." The Dramatic Club has the advantage of having a good stage ready for use at the beginning of its work, which it has not had heretofore.

The Glee and Mandolin Clubs are rapidly rounding

into shape under the able and careful coaching of Dr. Spiers. They have already had two minor concerts. Their first major one was held at the Merion Cricket Club, on the evening of January 19. Manager Coleman is now at work arranging the program for the remainder of the season.

The club has been the recipient of the gift of eight character wigs from Mr. Christian Brinton, which, together with some promised contributions, will make a notable addition to its properties.

P. C. HENDRICKS, '15, *Vice Pres.*

Y. M. C. A. The Y. M. C. A. has perhaps had more student support this year than ever before. Ninety-four per cent of the students are members, and the religious meetings have been attended by an average of nearly one-half the student body.

Twelve Haverford men represented the College at the Eaglesmere Student Conference in June, making one of the largest delegations in attendance. A committee of upper-classmen wrote to the members of the incoming class in the summer, and received them at the opening of College in September. The Hand-Book was published as usual, and presented to professors and students. The Y. M. C. A. was very fortunate to have a visit of three days in the fall from Prof. Henry H. Tweedy, of Yale. He made a profound impression, and his influence still shows itself. Voluntary study groups have been maintained in all four classes with marked success, especially among the under-classmen. These classes continue during the first half-year, and are supplanted by mission study classes in the second half-year. The

Preston work is at a rather low ebb. About fifteen men have been doing settlement work, Boy Scout work, and teaching of various sorts. Before the Christmas holidays, 100 Child Labor educational magazines were sold for the benefit of the Belgian sufferers.

L. P. CROSMAN, '15, *Pres.*

Baseball During December, a Baseball Club was formed at a meeting of about sixty students called for that purpose. It was decided to call it the Haverford College Baseball Club. There was, however, some discussion in the student body about the advisability of using the College name. Mr. Joseph Sharp, Jr., chairman of the Joint Committee on Athletics, was appealed to, and on the strength of his reply, given after consultation with members of the committee, it was decided in a meeting of the Athletic Association to leave out the word "College" and call it the Haverford Baseball Club, making it known to the teams with which games are scheduled, that it is not a representative College team.

At the first meeting, W. T. Hannum, '16, was elected manager of the club, and was instructed to appoint a committee of three to assist him in making out a schedule and drawing up a constitution for the club. Another committee was authorized to consist of one member from each class, to canvass the College for club members.

From the returns of the membership committee already in the hands of the manager, the total report promises to contain nearly a hundred names.

The manager, with the advice of the assisting committee, has scheduled four games, and is negotiating with

several other teams. The games scheduled are: April 24, Philadelphia College of Pharmacy, at Haverford; May 5, U. of P. Fresh, at Haverford; May 8, Delaware College, at Newark, Del.; May 26, Pennsylvania Military College, at Chester, Pa.

A schedule will probably be arranged for the second team with prep. schools in the vicinity, if financial means are available.

It has been said that this is an attempt to oust cricket from Haverford. That is *not* the purpose or intention of the club at all. There seem to be an increasing number of students at Haverford who do not play cricket and do not care to do so. These students do want to play baseball and want to see it established as a College sport at Haverford. It is for the benefit of these that the club is formed. Formerly, they have had no sport to occupy them in the spring, and baseball will benefit them immensely, and hence benefit the College, if for no other reason.

W. T. HANNUM, '16, *Mgr.*

Cricket With eight veterans, Brinton, E. N. Crosman, Coleman, Wendell, Kirk, J. Carey, W. Crosman, and J. Stokes, from last year's English trip, still in College, the outlook for a strong cricket team this year is very encouraging. The Freshmen have been practicing in the shed since Thanksgiving and the first and second teams will start active work after midyears. Games are being arranged by Manager Taylor with the various clubs, and with the University of Pennsylvania. A trip to New York to play the New York Veterans has also been arranged.

Baseball will not interfere so much with cricket this year; but will, to some extent, have a bad effect upon the two lower classes, as it will have some influence in taking beginners from cricket.

W. C. BRINTON, '15, *Capt.*

Football Prospects On paper the prospects for next year seem all that can be desired, hoping for some incoming good material. There is only one letter man lost by graduation, and the same team that played through the entire Swarthmore game last fall expects to be in College next year.

More important than this, however, is the coach situation. Dr. Bennett has absolutely won the confidence of every man that ever played under him at Haverford. After playing under him for one year, everyone says, "Doc's methods work" and his "best coached team in the East" should use such ability as a winning factor.

The schedule is practically the same as last year—five home games and three away. We shall not meet Trinity, Dickinson being substituted. It is taken for granted that we shall invade Swarthmore for the final contest of the year, and we hope for the support of every true Haverfordian on November 20th.

The question of a game with a big college near the first of the season was thoroughly discussed and there was a feeling of relief when the agitation blew over.

Dr. Bennett is working a plan by which the football men may be developed during the winter and spring. The squad is divided into three sections: J. Carey in charge of the back field men, Shipley of the ends, and Moon of the line. "Doc" went over all the men, con-

sidering the best exercises to develop each, and all are willing to carry out such suggestions. Dr. Bennett is working up plays and stopping plays now just as he does during the season, and next year's production will be the effort of two years' thought.

There is no doubt the Swarthmore game with the idea of the big game at the end of the season is a valuable asset to the team, and may we have the same true sportsmanlike spirit in the contest next year as was shown in the past one!

E. R. MOON, '16, *Capt.-elect.*

Gym. Despite the loss of Waples, Coach Krause considers the gym. material of the best this year. By Dr. Babbitt's new system for exempting under-classmen from regular class-work, the gym. team has been given added impetus. Worthy of note is the fact that the bulk of the squad is made up of Sophomores and Freshmen, which is a reversal of the usual case.

On January 15, the team gave a good account of itself in the Triangular Exhibition with Princeton and Pennsylvania, the horizontal bar being its only weak point.

The members of the squad are: Taylor, '15, Capt.; Bowman, '15; Votaw, '15; Hallett, '15; Sharpless, '16; Garrigues, '16; Faries, '16; Stokes, '16; Sangree, '17; Little, '17; C. Van Dam, '17; L. Van Dam, '17; McKinstrey, '17; Arnold, '18; Crosman, '18; Curtis, '18, and Hayman, '18.

Schedule:

February 13, Annapolis (away).

February 26, Columbia (at home).

March 12, Pennsylvania (at home).

Another meet is to be arranged.

Soccer Review No athletic matter in recent years has attracted so much attention as the apparent failure of the soccer season. The team tied Princeton 1-1, lost to Cornell 3-0, Harvard 1-0, Columbia 4-1, Penn. 3-1, and defeated Yale 2-0 in the last game.

To explain these reverses, some have argued that the standard of soccer in the Intercollegiate League has risen beyond Haverford's reach. Some truth in this claim must be admitted when records show that Haverford's standing in the League has suffered a steady decline from first place in 1906 to last in 1914. Yet it would be unwise to attribute the season's record to this fact alone.

Shifting the season from winter to fall was a big factor in bringing about Haverford's reverses, since it is well known that Haverford in past years secured more practise during the winter than any of the other teams in the League. Other excuses which may be put forward with right protest the greenness of material and the necessity of changing coaches in mid-season. Of one fact doubting Thomases among the Alumni may be assured—the team was well-coached, well-captained, and played the best soccer it knew.

The suggestion of dividing the League into two sections, a Southern and a Northern, did not meet with the consideration of the committee meeting in New York. With the opportunity of playing through the winter, Haverford has little to fear from the Intercollegiate Series of next fall. Captain-elect Cary has the following veterans to build up a team with: Shipley, Moon, Gardiner, Dewees, W. Crosman, M. Crosman, G. Buzby, H. Buzby, Carey, and Stokes.

K. P. A. TAYLOR, '15.

Report from an Undergraduate Committee

The Undergraduate Advertising Committee takes pleasure in presenting the following report on its activities during the first semester of the collegiate year 1914-1915.

A classified list, containing the names, school addresses, and, in some cases, the home addresses of schoolboys who are interested in Haverford, has been drawn up. This contains approximately fifty names. In conjunction with this, the students at Haverford have been classified as regards their preparatory schools, so that they may be called on to use their influence on the boys from their own schools.

Through the co-operation of the Haverford College High School Club, fifty students at Philadelphia high schools saw the Haverford-Yale soccer game, and were entertained at dinner afterwards.

To all prospective Haverfordians whose names are on our lists, letters have been written, containing the schedule of the gymnastic team's meets at Haverford, and also passes to be used for admission to those meets. The result was the attendance of sixteen schoolboys at the Triangular Exhibition.

During the rest of the year, there will be sent out to each one on our list a Haverford College Catalogue, a schedule of the track meets and passes for them, and personal letters, if possible, from acquaintances at Haverford.

(Signed)

W. C. BRINTON

ELMER SHAFFER

E. F. LUKENS

W. T. KIRK, 3RD

C. M. SANGREE

L. VAN DAM

J. W. GUMMERE, *Chairman*

**The Founders
Society**

On Tuesday evening, December 22, the first annual banquet of this society was held at the Franklin Inn Club, in Philadelphia. Fifty were present; including the undergraduate members, regularly elected members for about ten years back, and about fifteen Alumni, beginning with the Class of 1890. Francis B. Gummere, '72, was toastmaster, and speeches were made by Dean Palmer, Rufus M. Jones, '85; Christian Brinton, '92; Dr. Babbitt; W. W. Justice, 1900; W. Sargent, '08; J. M. Beatty, '13, and K. P. A. Taylor, '15. A special feature of the evening was the presentation by Alfred P. Smith, '84, of a portrait which is to be hung in the Union.

The list of Alumni members has not yet been completed, and will be published in a few weeks. The Committee on Membership is endeavoring to make selection as nearly automatic as possible, based on the system which is now applied to the election of undergraduates. For the constitution, see the ALUMNI QUARTERLY of May, 1914, and the *Haverford News*, opening issue, fall of 1914.

Information regarding the qualifications of Alumni will be gladly received by any of the undersigned.

For the Undergraduates:

K. P. A. TAYLOR, '15, *Vice-President and Secretary*

G. H. HALLETT, '15 W. M. ALLEN, '16

For the Alumni:

RUFUS M. JONES, '85 RICHARD M. GUMMERE, '02

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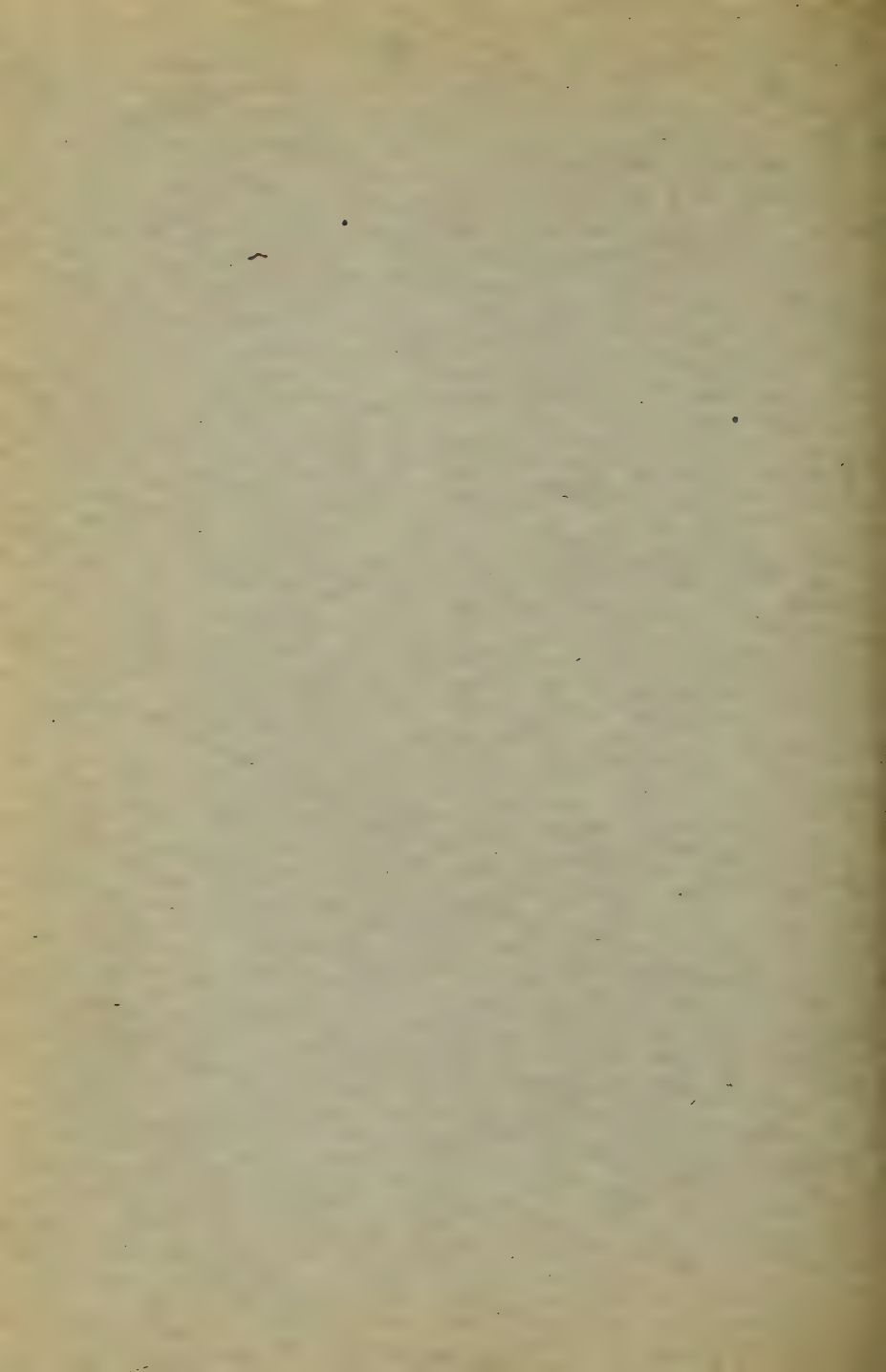
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The
Haverford College Bulletin

ALUMNI QUARTERLY

June, 1915

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EDITORIAL

THE third number of the ALUMNI QUARTERLY, though containing for the most part a report of the proceedings of a highly successful Alumni midwinter dinner, asks your continued thought and interest in the general affairs of Haverford College. Our main topic, the question of interesting more persons in the College, appears in various forms in the articles herein contained. The Board of Editors desire to express their appreciation of the assistance, both financial and general, which the Alumni have rendered.

ADDRESSES
AT THE
ANNUAL BANQUET
OF THE

HAVERFORD ALUMNI ASSOCIATION

*Bellevue-Stratford, Philadelphia, Saturday evening,
January 30th, 1915*

OPENING REMARKS BY CHARLES J. RHOADS,
'93, TOASTMASTER, AND PRESIDENT OF
THE HAVERFORD ALUMNI ASSOCIATION

In the presence of about 250 members and guests

GUESTS of This Association and Fellow Haverfordians:

I wish I could adequately express my sense of appreciation of the honor of being President of this Association, since Haverford and all that pertains to it are among those things which mean most to me.

Lest, however, you may think that I am about to inflict a speech upon you, I will proceed at once to the program of the evening.

President Sharpless, it gives me great pleasure to introduce to thee, the Alumni of Haverford College. I am sure that thee has known all of us much better than we know ourselves, but some of us thee may have forgotten, and some of us thee may have wished to forget. Every man who has been at Haverford in thy time feels that thee laid the foundation of the best that is in him today, and therefore we wish always to be known as thy friends.

Perhaps thee will tell us what thee knows about us, at least as much as it is good for us to hear.

ADDRESS BY PRESIDENT SHARPLESS

I AM glad to have you introduced to me by your President. It seems to me there are some familiar faces here.

I believe it was said of a man who made application to join the Society of Friends in Chester County, that when the Association asked him why he wanted to join (he was an Irishman), he said that he noticed that the Quakers were "a money-makin', God-fearin' set of people and he wanted to be one of them."

When one faces this kind of an audience, it looks to me as if the first adjective might be applied. Certainly there is an air of prosperity about this room and the occupants of it, which indicates that there is some money in a Haverford crowd, though it is a little difficult sometimes to get at it.

I have noticed that Haverfordians have a way of getting into prominent places, as is evidenced by the fact that our Chairman is Governor of the Federal Reserve Bank, and so down the line you will find Haverford men engaged in conspicuously useful and profitable occupations. I suppose that is partly due to the kindly way that Haverfordians, who are in business, have of introducing the younger generation into places where they have a chance to show their ability, but it must also be due to the fact that when they get these places, they are able to show what they can do. I am very much inclined to the opinion that the sort of general education that Haverford gives, is useful, not only in other ways, but in the way of actual money-making. In other words, if you will take a couple of men during the last year of their secondary school course, and start one in college,

and the other in some technical or professional school, at the end of four years the first boy will be better prepared for ordinary business life, professionally speaking, than the second. I have come to that conclusion slowly, as a result of observation and talking with other people.

I have also noticed that this sort of general education of the man who goes into business, and who has his days pretty full of work in his profession or business, is quite as productive of real, moral, and spiritual results as is technical education. There is a possibility that the man with this general education, with his ideals full of righteous thoughts, may go on with his share of the work of the world, and have a larger influence than the man who is more or less technically prepared.

The topic on which I have been asked to speak this evening is, "The Size of Haverford College and the Means Which Should Be Adopted to Make It Larger." That is of course a perennially interesting subject. There is something to be said for the small college, as well as for the large one.

It is true, I think, that we know each other pretty well. I think I know the name of every Haverfordian in this room. At least, I did not fail to call each one of them by name when I shook them by the hand this evening, and during the past forty years (and this is the 40th year of my official connection with Haverford College), there have been few men at Haverford who remained four years, that I could not tell their names and faces, and tell them some things about themselves that they perhaps thought I did not know. When I walk up the street and meet a venerable man with gray hair, I say to him, "Well, thee was the boy that brought

that donkey into Barclay Hall," and he shamefacedly confesses that he was.

I go along a little further and I meet another who attended the College some decades ago, and I say to him that he was the man that tried to bluff me in a mathematical example that he did not know anything about, and he says, "I'm the man; I'm sorry; the thing didn't work and I haven't tried it since." So I hold these things over their heads and I extort from them anything I want.

But speaking more seriously, I remember a great many fellows who have been at Haverford College and have had a serious history, and whom I have had very intimate relations with because of it. I can remember one type of man who struggled between good and evil propensities during the course of his four years at College, and between us we worked the thing out, and he has been a noble and useful citizen ever since; or another who came to Haverford, not caring very much about his studies, or anything else that was serious, and who worked himself into a position of considerable seriousness and earnestness and ambition by the time he left the College, which ambition has since been realized; or another that came from some country place, miles from the railroad, full of enthusiasm for his studies, somewhat crude, who left the College at the end of his four years' stay, not with his enthusiasms at all dulled, but simply trained, a polished gentleman, the very best material we have in America.

All these things come to me as I think of the small college, and the possibility which exists there, which could not possibly exist if the college were larger, and so, when I think about that side of the question, I confess

I am a little half-hearted about the prospect of increasing the size of Haverford College.

Either as a result of increased years, or increased numbers, I acknowledge that I don't find it quite as easy to recognize the students as I did a half century or less ago. The time is coming when it will be even more difficult, and I may soon be in the lamentable condition of some other college or university president that does not even know the students by sight when he meets them on the street.

On the other side, the advantage of the larger college is that it gives greater momentum,—in a large institution there are a great number of side activities which can be brought to play, and can be distributed among the various factors of college life.

We have enough of them now at Haverford, I believe, though there is being formed there at the present time, what will be called "The Founders' Club," one whose purpose is to be the distribution of talent, so as to give the whole College a chance, and this Club is to include the ideal products of Haverford and nothing else. It is to include simply those who get high marks, and who are also active in certain outside affairs, which bring out the idea of efficiency in student activities. These will all be concentrated in the new Club called the Founders' Club, not because it bears any relation to Founders' Hall, or to the Founders of Haverford College,—it is just a name for it, as the boy said about the hot mince pies, when the customer complained that they were not hot. "No," he said, "that's only a name for them."

We have a great many activities at the present time

at Haverford,—social, musical, civic, literary, scientific, religious, athletic,—and if you can think of any more, you may include them also. We have too many for the work of 180 students, and therefore, in order to manage these outside activities, one object of getting a larger College would be obtained.

I heard of a boy's composition which read something like this,—“In some countries they allow a man to have only one wife, and they call it *monotony*.”

Well, there is nothing about our life at Haverford which is monotonous. Our fellows have a great many activities; they are not tied down to any one, and if this Founders' Club can so organize the activities that they can be properly distributed, it will deserve the praise of the country.

But whether we want a larger College or a smaller College, we certainly do want more applicants for admission to the Freshman class. Of course, that is the only way to get a large College, and those who want the smaller College, want the standard kept high or made higher, and the only way to raise the standard is to have a larger company to select from. If you will send up to me a great lot of fellows out of which to make selections, we will pick out for admission to the College those whom we approve of.

We are not discouraged about Haverford College. We have a few more students than we ever had before, and I feel that the quality is as good as of some of you. The life is pleasant and profitable to all, I think. It is very hard to get rid of a fellow except by graduating him. We don't lose more than ten or a dozen students a year from all causes put together, and those for causes which

are honorable to the College, though not always honorable to the student. But it is rather disappointing when one has to confess to finding a young man whose ideas have always been tending toward Haverford, as a result of the superior business energies of the man of some other college drawn away from us. Therefore this Founders' Club, and other organizations which are going to increase the numbers for admission to Haverford College, are good things.

There is nothing which has been more criticised the country over than the means which some institutions take of advertising themselves. They are not only undignified, but also unprofitable. It does not pay, I think, to have the president running around over the country hunting individual students. Anyhow, this President is not going to do it. There are a great many things which a college had better not do if you want to advertise it in the right way. A college needs to have a certain amount of dignity in its attitude toward the public.

Now, there are some things that I want to do in the balance of my term as President, some negative and some positive. I do not want to do anything at Haverford College which will have to be undone by some successor. I don't want any of my pet ideas to be so firmly entrenched in the life of the College, that it will be difficult to get rid of them in the near future. I do not want any institution established there which is going to make trouble in the future, but I want that the College should be placed on a basis of such sincerity and simplicity, that whatever policy may be adopted in the future by any one else, ours may be a good foundation upon which to build.

That is one of the things that I think we ought to be careful about in everything we do in connection with Haverford College, because Haverford is going to live in the future many hundreds of years, and what we do now is simply the beginning of its great history. We must make it just as easy as possible to make that history really great.

The American college is a peculiar institution. There is no other country which has any institution just like it. I believe there used to be colleges in Germany somewhat similar, but they went out of existence years ago. A college course covers two years, usually considered in Europe as secondary education, and two years as university education, and these two types of education are carried along from grade to grade and usually without any break between them. It has been predicted a great many times, that there would be no American college in the near future,—but the predictions do not seem likely to be fulfilled. Some advocate the turning of many colleges of the weaker sort into junior colleges where the students will stay only two years and at the end of the sophomore class be transferred to a great university. That probably would be good enough, if any power in the United States could induce the colleges to become junior colleges of their own record. Whether Haverford ever wants to become a junior college is something for you to determine.

These American colleges of ours have come down to us from the past. They are descendants and heirs of the colonial colleges, which were the institutions which made America what it is today. It did not seem, when those boys were in their teens, studying Latin and Greek in a

four years' college course, that they were getting anything that would help them to do practical and effective work in the world after they had graduated, and yet their names have come down to us in history as the greatest men of their time. There were Adams of Harvard; Hamilton of Kings, now Columbia; Madison of Princeton; Jefferson and Marshall of William and Mary, and a host of others who wrote the great state papers of the Revolutionary times, the Declaration of Independence and the Federal Constitution, which, as Gladstone said, was "the greatest work ever struck off at a given time by the brains of men";—it was these men, liberally educated,—certainly not technically educated, not educated with any distinct reference to the line of work which they were going to do,—who found themselves able to do practical work, and who built up the new government on a really untried basis, a government which we are all glad to admit has succeeded most admirably.

There has never been a president of the United States, so far as I now recall, who has been a graduate of a technical or professional school, or who has not also been graduated in a course of general learning. As will immediately occur to you, the present President and the two preceding ones were graduates in academic courses. You will find all over the world, that the men who are doing the really serious, practical work, are the men who have been through courses of this general sort. It seems to me unlikely, therefore, that the smaller colleges in general will depart from this fundamental idea which has made the great men of the past.

I heard yesterday that one of the smaller colleges of Pennsylvania, which has less than half the endowment

of Haverford, would establish new courses, three or four in engineering, and courses in industrial chemistry, municipal government, and I don't know what else, and all with a very meagre enrollment, professing to educate all the men technically, to fit them to do certain lines of work, and to do that alone. That, to my mind, is not the kind of a school that Haverford wants to copy. I think Haverford wants to stand in the comparatively small list of colleges which are going to adhere to the old basis. We want no technical or professional courses at Haverford which are simply narrow technicalities. We want everything that we give there to be on the broad basis of a general education, so that a man who goes through any course we give, will have the roots in him of general usefulness in the world at large. We want that sort of learning at Haverford improving in quality, it may be, but not changing in kind.

If you take the country over, I think the chances are that the women of the country are going to be better educated than the men. There are a larger number of men in the graduating schools of the big universities than women, but there are a larger number of women taking general courses than men.

I think, then, that you can appreciate according to my view, what the functions of Haverford College are, and what I hope it is going to develop into in the future. The idea is not to take up the old studies of the Greeks and Romans centuries ago, but to pursue the same kind of spirit and ideals and purposes produced as a result of the study of the Greek and Roman languages and art and literature which were developed during the middle ages by such universities as Oxford and Cambridge,

the spirit of which later came across the Atlantic in the Mayflower and a hundred other little boats, resulting in the establishment of the theological colleges, whose graduates made our nation what it is, and whose methods were largely adopted by every college of the country, producing men who were "money-making" men, if you will permit me to use that expression to typify those people who are successful in secular occupations to which they have turned their energies, who were also "God-fearing," in the sense that they have had high regard and high appreciation for, and have placed a great deal of emphasis on spiritual and ethical values, who were scholarly, and moral. These are the kind of people that we want to graduate from Haverford in the future, as we have been moderately successful in doing in the past, and whether we have a great number of students or a small number, it is of much greater import that we have those of the right sort.

Thank you very much.

THE TOASTMASTER
INTRODUCING
HON. W. MORGAN SHUSTER

When the Persians, who, in my mind, are associated with painful hours in trying to translate the pages of Xenophon, appealed a few years ago to this country to supply a man to unravel their tangled finances, we sent them Mr. Shuster, and you all know from his writings how well he met the situation.

That you may hear him without delay, I take pleasure in presenting the Honorable W. Morgan Shuster of Washington, D. C.

BY MR. SHUSTER

PRESIDENT Rhoads, President Sharpless, Gentlemen of Haverford:

I have been impressed while listening to the very eloquent address which your President has just made to you, and the inspiring music which followed it, with the idea that there are two subjects at Haverford which are not neglected,—music and oratory. I fear that you are expecting at least one of those from me tonight.

Mr. Rhoads did not read you the text or title which he had chosen for my remarks. I do not recall it exactly myself, but it had to do with the discussion of some means by which to avoid war, and the consideration of the several means which have been suggested, and are present in the minds of nearly every one today, because of the great conflict which is raging on the other side of the world.

It sounds rather elusive to speak of avoiding war while we are in the presence of the greatest armed conflict in the history of the world, a struggle whose effects will be felt, not only by the present generation, but by several to come.

But from this we may reasonably conclude that not only those of us who are alive today, but those who follow us for fifty years or more to come, will be so touched and affected by this war, that their minds and hearts will be receptive to any intellectual solution of the world's difficulties in the future.

It may be best, perhaps, to commence by mentioning to you the two forms of peace propaganda which are most familiar,—the arbitral tribunal, which, in a number of instances, has been tried out to some extent, and the so-called international police force, which is believed by many to be necessary if the mandate of an arbitral tribunal is ever to be enforced. Their idea is that such a force must stand back of the decisions of an arbitral tribunal, as does the sheriff and the *posse comitatus* with decisions of a civil court.

I confess my own inability to see any light along these lines. We have had treaties for many hundred years. Some of these treaties have partaken of the nature of arbitral treaties. They have, in special instances, proved successful, but they have been broken down in almost every instance where the question in dispute was sufficiently vital to appeal deeply to the people or to the race affected by it.

I am aware of the fact that the reports of the Peace Societies give us a somewhat different impression. They point out the number of questions, for instance,

which have been settled by arbitration between this country and Great Britain during the past hundred years, and the record is a long one. They show that questions between European countries have been settled with some success by arbitration, and by adjustment in various Congresses of the disagreements of nations. But so far as we have been able to see, they have not been successful in preventing the great wars, those which have been most destructive and dangerous, because, like the present one, they endanger the well-being, the safety, and the happiness of the entire world.

An international police force is the idea put forward by some to render more effective this plan of arbitral settlements. In other words, if this theory is to be carried to its logical conclusion, if any country, or group of countries in alliance, should fail to carry out, obey, and observe the decree of an international tribunal (assuming its existence), this police force would undertake the task of compelling compliance. This would mean, of course, war. It would mean that the police force, composed presumably of war vessels on the high seas,—just how we would do it on the land I have never had explained to me,—manned by officers and crews of different races, would be called upon to fight in many cases against their own flags. Would they do so? If so, it would be contrary to the experience, the teaching and the whole system of man's education, up to the present time.

Whether or not national unity, and the education and appeal leading up to what we call patriotism, is a wholly good thing, or is too narrow, the fact is, as we understand patriotism today, that it is the opposite of treason,

and we have but one conception of treason in war time, and that is, service against your own countrymen and against your own flag. So we would have to re-educate ourselves, and particularly our sailors and soldiers, who might form a part of this international police force, before we could expect them to take the side of an abstract decision against their flag, race, and countrymen. For that reason I believe that this suggested remedy must fail, if it should ever be adopted. In fact, I believe that the practical difficulty in the way of its adoption is absolutely insurmountable.

If I should happen to be correct in this respect, then the natural question,—and it is one which I have had put to me a number of times,—is this: Is there no hope of putting an end to war? Will disarmament produce it? Well, answering the latter question first, I do not think disarmament will produce it, even if that should be adopted. It is true that great armaments and competition in armaments have, in the case of certain nations, made war easier to produce; have set the “hair-trigger,” so to speak. Vast armed forces in time of peace exist as a perpetual challenge. Those big battleships, majestically sailing the waves, making the thrills run up and down our spines when we see them in pageants or moving pictures,—those wonderful war engines which inspire us when we see them under our flag in time of peace, and do even more when we are excited by the thought of national danger, are a defiance to every other nation, to every other race, and to every other political unit which maintains its own and seeks to improve its position in this world. Yet history also proved to us that lack of armament has

never saved a nation in times of crises or peril. So far as I am aware, there is no record of any nation which has escaped a threatened injustice at the hands of any other nation by reason of the fact that the threatened country was unprepared, or too small advantageously to assert its own rights.

Therefore, if the leading nations of the world should decide to disarm, which I think is unbelievable and incredible, at least for a long time to come,—if they should, we must still remember that armaments such as we have today are, after all, only one means of waging war; that people fought before they existed, and that with each increase in the destructiveness of the weapons of warfare, from the very dawn of civilization, there has been the recurring prediction that the danger would be so great that men would no longer fight. But this war not only does not indicate such a state, but has shown a corresponding increase in the spirit of sacrifice on the part of most peaceful nations and citizens, who do not hesitate to face unflinchingly almost certain death whenever they are ordered to do so. In fact, cowardice in modern troops is almost entirely unknown, so perfect is the discipline under which they have been placed.

If disarmament could be brought about, therefore, we should only find that it was more difficult to go to war, but not that it would be at all impossible. If a nation having no battleships decided to attack another nation and its commerce on the high seas, we should merely be back again in the old days of armed merchant vessels, and there would immediately be rush orders for the battleships which had been discarded in a happier time.

If war, as a means of settling disputes between nations and reconciling their respective spheres of influence and profit over the face of the earth is to be eliminated, the various ideas or plans which have been discussed, do not go to the source from which wars spring, and that source, I venture to suggest to you, is ignorance, almost universal ignorance of certain things. The small proportion of the human race which really study and know the causes of war are concerned with other things than its prevention.

Lack of understanding of the real motives, ambitions, religions, social elements and pride, and of the history which is behind every compact nation in the world, large or small, leaves the door open to war.

I have had some years of official life, and I have been forced to the conclusion that in many respects our way of doing everything is best for us, just as the Persian thinks his way of doing things is best, and the Italian his way, and our British and German friends, their respective ways.

Now, that state of mind is not at all incompatible with peace. It is perfectly conceivable that there is no abstract standard in the world for a nation's activities, or beliefs, or policies, and that each nation's way is the best for that nation. It does not mean that they must necessarily conflict. Mere differences of standards have really rarely caused war; the crux of war throughout history has been land. Land, to use a rather crude figure of speech, has been the source of war. Certainly, it is the source of the war today, and it is true, not only of the present conflict, but of those of the past hundred years. There are often other elements mixed in with

these struggles,—sometimes there is the religious battle-cry,—you know instances of that,—sometimes there is the political or racial battle-cry, for example, “Pan-Slavism,” or “Pan-Islamism.” Sometimes there is the ethical battle-cry, or the cultural battle-cry, but all those things are more or less stage play, pretexts put forth by the nations to justify their governments in their actions before the world, and to make themselves strong with the people whose flesh and blood they must call to sacrifice, but the majority of the struggles have been for the stake for which those reckless gamblers in human life have always been playing and are today playing, and that is land,—land and what it brings; land to exploit; to plant a flag upon; to cultivate and develop; land whose inhabitants may be brought the conquering flag to the eternal glory of the prince commanders. But inasmuch as the desirable sections of the earth’s surface are already well occupied by the leading nations of the world, it is to be expected that if the policy of acquisitive statesmanship continues, wars will increase in number and ferocity during the next two or three hundred years, rather than disappear or diminish. Now, title to territory in its different forms has always been asserted in a variety of ways,—title by conquest, title by assumption of influence, title by racial ties, or by right of special interest. If now the peace-desiring nations of the world could agree among themselves to maintain some *status quo* as to the earth’s surface, war would speedily disappear, as does gambling when there are no stakes. Of course, we all know that sort of thing would take hundreds of years to bring about, unless, indeed, the whole race of acquisitive

statesmen should be suddenly stricken with horror and conscience, and lead their people to the light.

Acquisitive statesmanship is a rather high-sounding phrase, but I think that you can take the policy of every nation which is involved in this war,—I am not excluding Montenegro or Servia,—and show that acquisitive statesmanship has been its fundamental difficulty in maintaining peace.

Now, if the people of the world can be brought by some process of education to really think in big cycles, in hundreds of years they would understand that there is something bigger in the world than national unity, something bigger than citizenship, which is, after all, the device of princes and rulers, the purpose of it being, if you please, to maintain the allegiance of their subjects in return for a certain protection. When you have created a feeling toward citizenship which makes the love of country greater than the love of justice, there arises a dangerous situation.

For instance, there is the doctrine with which we are all familiar, "My country, right or wrong." It has been read in two ways. One is that we must expect no one to set up his judgment against the action of his government, yet if all the people, or the great majority of the people believe it is their duty to fight for their government's stand, whether right or wrong, in a given dispute, then you have one of the results of hyper-patriotism. In principle this is inhuman and destructive of peace, and of the cause of justice which we have sought to set up in the world. As a rule, people who take that stand, as with a nation, take it unconsciously.

It seems, at times, that every one of the countries now

at war, was tricked into it by being forced into the unfortunate position where for its people there was no escape but to fight, and the cause of this was not their ignorance of any side, but that put before them by their own governments.

When America can put before each man in the country a real history which will say this was the original territory we acquired, this is how it grew, this is how we took this territory, and that territory, this by war and that by purchase, so that he may weigh and study the ethics of each one of those transactions, and when we are ready to do the same thing with each of the other nations of the world,—in other words, when history is written, not by patriots, not from the standpoint of race and pride, but by philosophers from the standpoint of abstract truth and justice, when every man in each of the countries is big enough to see and admit the truth and the facts about all the nations, and put them in their proper place, then it will be difficult for princes or statesmen, or leaders of the mob, to rise and mount a pedestal in justifying their acts involving war, by appealing to patriotic sentiments, or to the natural resentment of people who are told they have just been wronged without themselves being able to sit in judgment upon their leaders in the past, or even their leaders in the present.

Now, I started by saying that peace through education sounds elusive. It still sounds very elusive to me. I have not attempted to give you a lecture upon this subject; I have not the ability to do so. You have probably thought more definitely along those lines than I have, but I should like to think that in these few

minutes that I have spoken to you, I have left in your minds at least one thought, which is that nations, like individuals, if they are to become great, must know themselves and judge themselves by the same strict standards which they apply to others in the world. I would like to add the hope that the American nation, which has a comparatively clear record, so far as its international conduct is concerned, without departing from its high standards in the past, will determine that its statesmen in the future must uphold no traditions, but must blaze out a new path for themselves, and while not laying our breasts open to other nations by disarming ourselves, give just heed and recognition to the hopes, the desires, and the ambitions of other nations, and, being strong, so conduct ourselves that each national act may be cited as an example of which we may be proud, whoever may be our historian.

THE TOASTMASTER
INTRODUCING
DR. CHARLES W. COLBY

At Haverford we have at least two professors from across the Canadian border, who have endeared themselves to us by their personalities, and this evening we have here as our guest, Dr. Charles C. Colby, of Montreal, who will speak to us on a neighbor's point of view, on "International Morality."

I have the honor to introduce Dr. Charles W. Colby of Magill University.

BY DR. COLBY

"The time has come, the walrus said,
To talk of many things;
Of shoes, and ships, and sealing wax,
Of cabbages and kings:
And why the sea is boiling hot,
And whether pigs have wings."

IN these words the divine poet sets forth a list of the subjects which present themselves to the after-dinner speaker. The range is indeed wide, but subject to this limitation, that the one who addresses his patient fellowmen after dinner, is bound to be an optimist. Fortunately, the circumstances tend to optimism. Even the higher critic, when he is well fed up, tends to rely upon the internal evidence and to feel cheerful.

"I accept the universe," exclaimed Margaret Fuller. "Egad, she'd better," was Carlyle's sardonic comment.

However, I imagine that those of us who were not born under Saturn will tend to sympathize with Margaret.

Facing the universe at large, I shall proceed to eliminate all those matters which do not concern the international relations of mankind. A hundred years after the Treaty of Ghent, there is at least one item in these relationships which is most satisfactory to all who dwell in the northern latitudes, adjacent to the Pole, from which I come. A good many orations were doubtless prepared on both sides of the line in anticipation of festivities which, for obvious reasons, have been postponed. I trust that these orations may not strike in,—to the mental and physical discomfort of the orators. Not being among those who have suffered from this cause, I speak with more detachment. It is, in fact, not too easy to say something new about the relations of Canada and the United States after the eight million harangues which have been delivered on this theme already. However, I did once hear something which seemed less hackneyed than are the common words of friendship, for words of friendship, however sincere, can become intellectually hackneyed.

The occasion was a contest at golf between the Longwood Club of Boston, and a golf club at Quebec. Following the match, there was a dinner at the Garrison Club in Quebec, after which speeches flowed no less copiously than the liquids. The last speaker was a Quebec youth. He said,—“Gentlemen, I shall be brief. We have heard a great deal this evening about the United States, Great Britain and Canada. We have been reminded of that superb language, known to us through the King James Bible, which is destined to

become the universal speech of mankind. We have heard about the union of hearts. But I claim that our own game of golf brings us together as nothing else can; for in such a match as we have had today we are all following the same flag, and we hate like the deuce to see the other fellow in the hole." And then he sat down.

This is all I shall have to say on the Treaty of Ghent and its consequences, save that to come here and enjoy your delightful hospitality adds one more to the manifold pleasures which I have enjoyed to the south of the 45th parallel. The amity of the two countries is so well grounded and permanent that it is an accepted basis for all intercourse. The best friends are seldom those who spend the time in declaring their mutual esteem.

And now *ad rem*, for—if one may quote Lowell—I shall now proceed to give you the impromptu speech which I prepared three weeks ago.

When Mr. Justice asked me to name a theme, I thought at first that I would suggest "International Immorality." But on consideration, I rejected this subject, because I felt sure the time would be too short. I do not know how stoical the Alumni of Haverford may be, but one does not forget the story of President Hadley and the clergyman who was preaching at Yale for the first time.

"How long should my sermon be?" he asked.

Dr. Hadley replied, "There is no stated limit, but at Yale we find that few souls are saved after the first quarter of an hour."

Feeling that this golden rule would also apply here, I rejected "International Immorality" as requiring too

much time, and substituted for it, "International Morality."

In approaching any international *cause célèbre*, for instance the Eastern question, one feels like the Calvinist when he confronted the riddle of the universe; one feels like exclaiming, "It is the inscrutable will of God." I am much less confident in dealing with the inscrutable than was the Ethiopian divine who exclaimed, "And now, brethren, I will proceed to explain the unexplainable, and to reveal the unrevealable, and to unscrew the unscrutable."

With much more humility, I stand *vis-a-vis* to the Eastern question and ask, "Why are its annals strewn with countless perfidies? Why has good faith been so often cast to the winds that no canons of honor seem left? Why is the flimsiest paper of all employed to record the sacred language of treaties?" To such questions as these, the answer would seem to be that almost every diplomatist thinks himself absolved from the code of common honesty when he is acting on behalf of his country.

"O Liberty," cried Madame Roland, "what crimes are committed in thy name!" "O my country," the moralist must often cry, "what crimes are committed in thy name!" The whole issue lies compressed in a saying of Cavour: "If we did for ourselves the things which we are doing for Italy, we should justly be called scoundrels." Approaching the matter from another angle, Dr. Johnson said, "Don't talk to me of patriotism; it is the last refuge of a scoundrel."

Machiavelli stated the view which has been almost universally condemned but very consistently practiced.

He says that the prince should profess the sentiments of justice, faith, mercy and religion, but depart from them at need. His own interests and the safety of the state should be the sole criterion. This, of course, sounds very shocking and bloodthirsty when the statement is made of an Italian despot, living in the sixteenth century. But Machiavelli's precepts are of universal application and refer to the state in all its forms,—to the modern republic no less than to the tyrannies of ancient Greece and Renaissance Italy.

This, broadly speaking, is the crux from which we cannot get away in all our debate regarding international morality. Shall modern public opinion applaud the man whose patriotism is such that he (however high-minded in his personal code) will stoop to fraud or murder if his country can be rendered more powerful thereby? I say modern public opinion, because public opinion in the past has almost universally condoned such offenses, if it has not applauded them.

If you have any doubt regarding the truth of this statement, read the introduction which Lord Acton wrote for the Oxford edition of Machiavelli's *Prince*. It is the most damaging collection of passages on international immorality which has ever been brought together.

For us, however, it is the contemporary aspect of this subject which is important. I have no wish to condemn the modern diplomatist out of hand. From the nature of things, his task is most difficult, since at no time has the temptation been so strong to cut sharp corners for the sake of one's country. I refer to the vast, unparalleled scale of modern operations, where the interests

of millions,—perhaps hundreds of millions—are involved. The issues are grandiose. The magnitude of the stake appeals to the imagination of the statesman in charge. His enthusiasm becomes intense. Patriotism devours everything else. He is the leaf which will soon fall. The state is the tree living on perennially. “What matter if I do things so nefarious that my moral reputation is blasted, and that I am consigned to Gehenna, body and soul, so long as my country triumphs.”

In some such terms as these may the sovereign, or the president, or the prime minister, or the diplomatist hold communion with himself, and if he decides to leap into the gulf on behalf of his country, he will at least earn the applause of Machiavelli, who said, “Praised be those who love their country rather than the safety of their souls.” And spoken in the same sense there remain the words of Father Paul Sarpi, “Let us be Venetians first, and Christians afterwards.”

But over against such dicta, let me place the saying of D’Alembert, that the motto of the virtuous man should be,—“I prefer my family to myself, my country to my family, and humanity to my country.” Side by side with this may be placed the numberless utterances of arbitrationists, who are willing to submit to the Hague Tribunal even matters affecting the national honor. Which view is to prevail in this conflict of ideas? The Machiavellians regard the arbitrationists as visionaries and weaklings.

The friends of the Hague idea stigmatize Machiavellian doctrine as the law of the beast, against which the hard-won conquests of civilization and humanity are a living protest. The Machiavellian has a low opinion

of human nature, with a somewhat naive exception in favor of his own people. The anti-Machiavellians, while under no illusions about human virtue, maintain that the worthiest of all combats is that on behalf of public faith and public law against cold-blooded opportunism which denies the validity of both.

Well, what are we to do about it? For the issue is so clear-cut that no one can avoid adopting some sort of an attitude. Of course, it is always pleasant to be on the side of virtue.

You will remember the story of Disraeli's speech at Edinburgh in 1874. The orthodox in Great Britain were being deeply disturbed by the teaching of Darwin, over which at that time controversy waxed fierce. "There are those," said Disraeli, "who think we are descended from apes. Others, on the contrary, maintain that we are descended from angels. Now, I am on the side of the angels." It is exhilarating to be on the side of the angels, or to say, "As for me and my house, we will serve the Lord." In any gathering, if a poll were taken of the Machiavellians and the anti-Machiavellians, it would be found that the antis had won by a large majority.

None the less, the Machiavellians will continue to prevail unless some clear thinking and some honest thinking is devoted to this subject.

It serves no useful purpose either to bewail the iniquity of mankind or to assume that because nations have followed a cut-throat policy in the past they must continue to do so forever. Above all, any serious thought on the matter should pay regard to current political forces. One of the best sayings which the ancients have

left us is that a question well asked is half answered.

Now what, it may be asked, have been the chief political forces of the past hundred years? The answer obviously is, "Nationality and Democracy." Sometimes these forces have worked harmoniously,—as in the case of the Italian national movement, where all the leading patriots were either liberals or radicals. Italy did not become a republic, as Mazzini desired, but it became a monarchy of the most democratic type. However, democracy and nationality have not always worked in harmony. To take the case of Germany, the liberals of the Frankfort Parliament in 1848 strove to secure union on a democratic basis and failed. Then Bismarck gave Germany the blessing of union, but at the cost of the program which the liberals desired.

Bringing the question of international morality into line with these two dominant motives of democracy and nationality, it is clear that the national ideal has tended to key patriotism up to a high pitch, with a corresponding loss of scruples regarding methods. Cavour, who was very frank in the acknowledgment of his sharp practices, expressed regret, but stated that so long as his adversaries were crooks, he could only meet them on even terms by using their methods.

We have the advantage of living fifty years later than Cavour, and in certain respects the situation has improved, though you might not be able to think so, from what is going on in the world at present. The improvement which has taken place since Cavour died in 1862 may be traced to broad conditions that will assert themselves always with increasing force from now on.

Closely connected with democracy is co-operation, and there will ever be more co-operation as the industrial revolution proceeds, because there will be a more exacting need for co-operation.

The best chance that I can see of bringing an unscrupulous patriotism within bounds is by using the democratic impulse to mitigate the brazen egotism of national ambition at its worst. It is, of course, true that democracies can be just as unscrupulous as despotisms, but in modern democracy there are some elements which may well give rise to hope. The democratic cities of ancient Greece and mediaeval Italy were not propagandists on behalf of freedom and political morality. Each looked to itself alone and cared not what happened to its neighbor. But the democracy which came in with the French Revolution had a much broader basis. It rested upon the humanitarian and cosmopolitan conceptions of the eighteenth century, on the doctrines of St. Pierre, and Diderot, and D'Alembert, and Turgot, and Rousseau, and Condorcet; on the doctrines, also, of Adam Smith, and Howard, and Franklin. It must be admitted that the France of the First Republic was not wholly successful in imposing Liberty, Equality, Fraternity at the point of the bayonet. Yet the doctrines of the French Revolution on their humanitarian side are counsels of perfection, not to be laughed at.

To guard against misunderstanding, pray let me say that I am not silly enough to anticipate that patriotism will be eclipsed by the international, the cosmopolitan idea. At least I, for one, firmly believe that our system of national states is infinitely better and health-

ier than the type of political organization which has existed under the Roman Empire. National emulation at its best, is one of the noblest forces contributing to the improvement of mankind. It is my hope that its excesses will be checked by the spirit of co-operation. The Roman conception, *Tu regere imperio populos, Romane, memento*, does not fit in with the needs of modern life. If, therefore, you recognize that you cannot and ought not to lead your neighbor at the tail of your chariot, it only remains to work with him honestly and sympathetically. This, it seems to me, is what democracy in its higher sense means when applied to the relations of the states, and why I think that democracy will prove a wholesome check on a too ambitious patriotism.

Should these views appear visionary, let me urge that no real progress can be made without aspiration, and also that the greatness of an era is measured by what it has redeemed from the void of the impossible.

THE TOASTMASTER'S CLOSING REMARKS

It needs no formal vote to express to our guests our indebtedness for the pleasure they have given us by coming here to speak at our dinner. We have enjoyed it, and we wish them to know it.

After all the good things that have been said, I wish to take this opportunity to emphasize what in my own conviction is the most important thing for us to realize in this present world crisis,—the personal responsibility of each one of us. There never was a time when it was more imperative to see first things first, and to work

shoulder to shoulder for the establishment of the highest ethical standards and ideals among nations, as well as among individuals.

Like Billy Sunday, I call upon every Haverfordian to rise,—and cheer for Haverford.

ANNUAL MEETING AND DINNER OF THE HAVERFORD SOCIETY OF MARYLAND

The Baltimore Country Club,
April 16, 1915.

MINUTES

THE Haverford Society of Maryland held its annual dinner, April 16, 1915. During the dinner a few College songs were rendered by a quintette of Alumni.

After dinner Dr. Thomas, toastmaster, introduced the speakers of the evening. President Sharpless stated his ideal for Haverford as two-fold: first, to make the College a place of general culture; to prepare a man to spend his leisure hours in life in cultural pursuits; secondly, to develop men who have a serious interest in the affairs of the world. He objected to more than a moderate amount of vocational training in colleges of Haverford's type, such as Amherst, Williams, and Hamilton. He then spoke of the progress which the College is making in every line, dwelling specially on the intimate relation which is growing up between Faculty and students. He urged conservatism in the increasing of numbers.

Van Hollen spoke next, giving an appreciation of what the College is offering to its students at the present time.

Mr Pine, the last speaker, dwelt on the responsibility which the College today holds for the ideals which are prevalent in the preparatory schools, and urged the College to set high standards.

By way of diversion, C. H. Crosman, '13, who is Bal-

timore agent for the Pathescope, a small home moving picture machine, showed several interesting films.

The secretary's report was then made. Messages of welcome were extended to Pres. Sharpless by Messrs. F. K. Carey, John R. Cary and R. L. Cary, who were unable to be present.

The Society is just solvent financially.

The following officers were elected for the ensuing year:

President	Henry M. Thomas
Vice-President	R. L. Cary
Secretary & Treasurer	C. M. Froelicher

Executive Committee

Francis A. White	Hans Froelicher, Jr.
Caleb Winslow	Alfred B. Morton

Members present at the dinner were:

A. Morris Carey	F. P. Stieff, Jr.
D. B. Cary	H. M. Thomas
C. H. Crosman	H. M. Thomas, Jr.
W. R. Dunton, Jr.	J. C. Thomas
C. M. Froelicher	Douglas Waples
F. M. Froelicher	F. A. White
H. Froelicher	Miles White, Jr.
H. Froelicher, Jr.	R. J. White
R. H. Holme	Caleb Winslow
A. B. Morton	Randolph Winslow
J. H. Parker	

The guests at the dinner were:

President Isaac Sharpless

Mr. Frank M. Pine, headmaster, Gilman Country
School for Boys

D. B. Van Hollen ('15)

D. C. Wendell ('16)

C. MITCHELL FROELICHER, '10,
Secretary.

NEW ENGLAND ALUMNI MEET

PRESIDENT SHARPLESS MAKES PRINCIPAL ADDRESS

(Reprinted from the Haverford News)

The annual dinner of the New England Haverford Alumni Association was held at the Copley Plaza Hotel, Boston, Thursday evening, February 18, 1915. There were about thirty present, including Alumni, guests and speakers.

The principal speaker was President Sharpless, who made the trip specially for this purpose. He spoke on the ideals of Haverford as an educational institution, emphasizing the fact that it had always stood for a broad, general education, and had steadily resisted the present tendency to specialize along technical lines. President Sharpless also pointed out that Charles J. Rhoads, of Haverford, who is now Governor of the Federal Reserve Bank in Philadelphia, received a general education such as Haverford has given to hundreds of other men, and that his present achievements in the world of finance were not attributable to any specialization received at Haverford, but rather to his ability to concentrate and to see things broadly in the particular field that he had adopted for his life work. President Sharpless went on to say that he hoped Haverford would always maintain her present ideals, and that she would decline to give courses along special lines which were distinctly the province of a vocational school or a university.

Dr. D. W. Abercrombie, principal of the Worcester Academy, followed President Sharpless. The speaker

pointed out that although he had never seen the College, Haverford had made its influence felt on him through instructors that had come to him from Haverford, and through the instructors who had gone from him eventually to Haverford, including Dr. Palmer. He noted that the pupils that he had sent to Haverford proved to be a good type of college men, and he deemed a good portion of this was due to the training received at Haverford. Dr. Abercrombie hoped that Haverford would follow the policy so admirably outlined by President Sharpless, and that it would continue to prove its claim to be the best small college in the country.

Professor Julian Coolidge, of Harvard University, spoke on the purposes of education. The gathering as a whole, was the most successful that the New England Association has ever held. Although not so large in numbers, there was a fine Haverford spirit dominating the meeting, and the sound of familiar songs carried many back to the halls and campus of Haverford College. Too much praise cannot be given to the toastmaster, Charles T. Cottrell, '90, and to the committee. During the dinner the following officers were elected for the ensuing year:

President, Reuben Colton, '76. Vice-Presidents, Henry Baily, '78; Charles T. Cottrell, '90; Walter S. Hinchman, '00. Secretary and Treasurer, Earl S. Cadbury, '10.

The Alumni present were as follows: Henry Baily, '78; Reuben Colton, '76; Charles T. Cottrell, '90; Dr. S. K. Gifford, '76; William D. Hartshorne, Ex-'71; Frank M. Eshleman, '00; W. S. Hinchman, '00; Richard Patton, '01; M. H. March, '07; Paul Jones, '05;

B. Eshleman, '05; C. N. Sheldon, '04; David L. Philips, '09; H. V. Bullinger, '01; E. S. Cadbury, '10; E. H. Spencer, '11; C. Wadsworth, '11; N. F. Hall, '13; P. C. Gifford, '13.

[We are indebted to E. H. Spencer, '11, for the above account.]

BOOK REVIEWS

'61

(From a review in *The Nation*, April 22, 1915)

The Art of Landscape Architecture. BY SAMUEL PARSONS.
New York, G. P. Putnam's Sons.

COMING, as this book does, from the pen of the dean of American landscape architecture, its pages can scarcely fail to be widely and attentively read. . . . It is without doubt one of the strongest and most convincing arguments for the naturalistic style yet published."

The book contains translations from the works of Prince Pückler, of Silesia, and quotations from Whately's *Observations on Modern Gardening* (1771). "

"The book will take a high place for the forcible way in which the author presents his plea for naturalism and simplicity." "Separate chapters are given to such topics as roads, water, islands, rocks, grading, plantations, and maintenance, each being treated in an interesting way." [ED.]

'82

(From the *Public Ledger*)

Translations and transliterations of many of the ancient Sumerian tablets owned by the University Museum will be published in book form today by Dr. George A. Barton, professor at Bryn Mawr College, one of the greatest of Sumerian scholars. One of the tablets translated bears the date 4000 B. C., and is believed to be the oldest piece of written language in existence.

This ancient inscription tells about a man who had a

field which was infested with locusts and caterpillars. He called in a necromancer to help him. The magician "broke a jar, cut open a sacrifice, a word of cursing he repeated" and the locusts and caterpillars fled. The grateful farmer gave the necromancer a tall palm tree.

Another tablet tells of the opening of a ship canal from Nippur to the Euphrates 5000 years ago, giving that famous city transportation facilities with the rest of the world. It was built by Naram-Sin, King of Babylonia. It was called the Erin Canal.

Doctor Barton's book contains many tablets which show the highly developed commercial life in Babylonia from 4000 to 6000 years ago. One record, a realty deed, shows the transfer of land and grain for a sum of bronze money. It is dated 3200 B. C. Gold and silver were not then used for currency.

'89

Warner Fite, another of whose books we hope to review next fall, writes an article for the *Nation* of April 22. "Critical Intelligence as opposed to Romanticism and the Pseudo-Intellectualism of Scientific Method." An intellectualist, as Dr. Fite announces himself to be, differs from an intuitionist or a romanticist. He aims at greater *consciousness* of living; the process is analytical, herein differing from the romanticist. According to Dr. Fite, we are driven to adopt something different from the pragmatism of modern science, as well as from the vagueness of the other extreme; Bergson reduces intellectualism to exact science, but this should not be done. "When rules for thought become fixed, thought ceases." "The greatness and mystery of a work of art or of nature

are for those who have attempted the 'last analysis.' ” The German nation, for example, failed to do this in the world of politics when they failed to consider the views of the rest of the civilized world.

'96

History of the Democratic Party Organization in the Northwest. BY HOMER J. WEBSTER. 1824-1840. Columbus, Ohio, 1915.

This interesting and instructive volume traces the early development of the Democratic Party in Ohio, Indiana, Illinois and Michigan from its beginning about 1824 to “the completely developed convention system, with its net-work of township, county, district, and state meetings, and its various committees of vigilance and correspondence.” This complete development had been attained in 1840, by which time the Whigs had learned the lesson of party organization from the Democrats and out-organized and out-generated them in the “log-cabin, hard cider campaign” of that year.

The materials for the study have been gathered from the political newspapers of the period.

The volume is thoroughly equipped with foot-note references to the source materials.

RAYNER W. KELSEY.

'97

An Experiment in Linear Space Perception, BY DR. FRANCIS NORTON MAXFIELD. Published as a Psychological Monograph by the Psychological Review Company, Princeton, New Jersey. Volume XV. No. 3.

This is an interesting and valuable Monograph on visual

comparison. Dr. Maxfield used seven comparison lines, each one being printed on a white card parallel to a standard line. The subject was asked in each case whether the comparison line under observation was "longer," "shorter" than, or "equal" to the standard line. The cards were presented to the subject by a fourteen-sided revolving drum, the card with its lines coming to a rest before the eyes of the subject for one and one-half seconds. The series of experiments were made with twelve subjects, eleven of whom were men and one a woman. Each subject made 100 judgments on each card, arranged in five serial orders, making a total of 3500 judgments; so that with the twelve subjects 42,000 judgments were made. They are carefully tabulated, arranged in diagrammatic curves and analyzed. It is a sound piece of scientific work.

RUFUS M. JONES, '85.

1900

A History of English Literature, BY WALTER S. HINCHMAN, A. M., *Master of English in Groton School; New York, The Century Company, 1915.*

In his preface, the author of this very readable and well proportioned text-book states that he "has sought to lay stress on the facts of the history of English literature rather than on the interpretation of it." In carrying out this plan, he has put the great writers in the foreground, their books into the middle distance, and has only sketched or hinted in the background those conditions, movements and important events which loom so large in a reasoned history of literature such as Taine undertook and nearly succeeded in doing.

The sociology of literature, in other words, is only given in outline, and the philosophy of literature is very properly left quite out of the case. Mr. Hinchman has not neglected, however, that other and highly important matter, the definition, explanation, and classification of literary matter and form. He has a full chapter on literary form, and one on versification; and such criticism as the case demands is given in simple, but adequate words. Yet main stress is put upon the men who have made English literature, and on the actual results of their work. Corresponding to this emphasis upon the authors, a wealth of illustration,—portraits, birthplaces, interesting localities, like the Tabard Inn,—keeps the interest of the student fixed upon the main concern of the history. The picture (opposite p. 78) of "Earl Rivers presenting his Book and Caxton his Printer to Edward IV, the Queen, and Prince," is a capital example of Mr. Hinchman's general method and particular judgment. The book is unusually well printed and made up; and the author may be congratulated and thanked for a thoroughly good piece of work.

FRANCIS B. GUMMERE, '72.

'09

In the second number of "Elliott Monographs" of 1914, published by the Johns Hopkins Press of Baltimore and Librairie E. Champion of Paris, Dr. P. B. Fay, '09, has two articles on the "Sources and Structure of Flaubert's *Salambo*." In his first article, "The Chronological Structure of *Salambo*," Dr. Fay makes a careful study of the time-periods indicated by Flaubert for all the events

of the novel. He finds numerous apparent inaccuracies, and explains and excuses them as being due to Flaubert's method of composition, according to which he gives careful consideration to definite time-groups and details of individual scenes, but, to a certain extent, losing sight of the *ensemble* of his work.

Dr. Fay's second article is "Salambo and Polybius." Here we have a detailed comparison of the historical facts as Flaubert puts them into his novel and as they are in Polybius' account of the Carthaginian mercenary war. Taking Polybius as his source, Flaubert follows him quite faithfully; the principal events and principal historical characters are the same. By comparing the accounts of the same event in both Polybius and the novel, Dr. Fay points out that Flaubert's method is to elaborate by the addition of pleasing details to the facts of history. Points of positive divergence are comparatively rare; some slight ones, he shows, are due to a desire to simplify; a few to the exigencies of the novel; others to add to the artistic effect. In conclusion, Dr. Fay tells us to remember that "Salambo" is not a work of history, but primarily a work of art.

J. W. CROWELL, '09.

THE PHYSICAL TRAINING PROBLEM AT HAVERFORD

IT has been the plan of the Physical Department to cover a two years' special and definite Physical Training system at the beginning of the College course. Recognizing the great development of intramural sports, the stimulus of some option, the importance of correlation in all departments of athletics, and the proper classifying of students as to their physical ability, the department authorities have carefully considered a plan by which the desired attainment could be reached and meet the above propositions.

The required Physical Training should produce definite ability in certain lines of physical achievement. If, for example, a student has obtained a certain customary erect, elastic, and normal body carriage and certain body control, upper, lower, and combined, strength of arms, endurance and co-ordination, he has attained what is the normal prescribed qualification of the two years' work.

Yet, if certain other fields which will advance him farther and more pleasurably can be substituted during the prescribed term of desirable physical direction, still further progress is obtained. Therefore, the Gymnasium Department has prescribed certain standards upon the passing of 80 per cent in which a student may substitute during the first and second years, soccer, athletic practice, and any other regular team activity which is sufficiently organized to guarantee three days of work during the week. In conjunction with this, all students will take the prescribed lecture period on the Theory of Physical Train-

ing, four lectures each quarter, which will bring up the pedagogical end to proper standard.

Appended is the standard which has been adopted and so far seems desirable and correct. At least, the result of the past year promises well in the success of the innovation.

JAMES A. BABBITT.

HAVERFORD COLLEGE PHYSICAL DEPARTMENT

QUALIFICATION GRADES

The following standards have been adopted for qualification tests in the immediate future, subject to minor changes as may be necessary.

(Ten points and five points for full and partial performance.) (10)—(5)

	(SOPHOMORE)	(FRESHMAN)
FENCE VAULT (Regulation Rules)	5 ft. 6—(10) 5 ft. 3—(5)	5 ft. 3—(10) 5 ft. —(5)
RUNNING HIGH JUMP (Regulation Rules)	4 ft. 8—(10) 4 ft. 5—(5)	4 ft. 6—(10) 4 ft. 3—(5)
ROPE CLIMBING AND CHINNING	Sitting position, hand clinch only Full dist., (10); $\frac{3}{4}$ dist., (5)	Chinning bar (12) Chinning bar (8)
HORSE	Single leg cut, all around Double leg cut, all around, either side Feint and vault (10)—(5) on estimate	Single leg cut, right, all around Single leg left, all around Feint and vault (10)—(5) on estimate
PARALLEL BARS	Upper arm kip and swinging dip 15 times Each (5)—(5)	Straddle kip-up and 10 still dips (5)—(5)
SWINGING RINGS	Jump up, forward roll Short swing and back cut-off (10)—(5) estimate	3 pump swings Single leg cut, each side swinging (10)—(5) estimate
CIRCLING BAR	5 circles 2 circles (10)—(5)	3 circles 1 circle (10)—(5)
TUMBLING	Snap-up, head spring or hand spring Steady form and movement (10)—(5) estimate	Dive roll, turn and back roll up (4 ft. dist., 2 ft. height) (10)—(5) estimate
INDIAN CLUBS	8 movements—5 movements Distinct movements performed well, no opposite repetitions (10)—(5)	5 movements—3 movements (Same rule) (10)—(5)
SWIMMING	Twice around pool Three length pool Uniform stroke, no dog paddle (10)—(5)	Once around pool One length pool Uniform stroke, no dog paddle (10)—(5)

UNDERGRADUATE MISCELLANY

Capacity Reached Perhaps the topic of undergraduate conversation that crops up most frequently, and most obviously, is the subject of the growth of Haverford. And whatever comes out of this many-sided discussion, one thing is sure, and that is the fact that more deep, quiet thinking has been done on it by the undergraduates, practically, and ethically, than any one other interest that vitally concerns the College. To come down to actual facts, the boarding capacity of the College has reached its limit for the ensuing year, even though three new rooms are obtained in Center Barclay by cutting up the old Collection Room into three parts. This marks the passing into history of a spot hallowed by many a great meeting, and the forum of many an enthusiastic debate on collegiate matters.

New Course If the College tends to become more and more an institution where the culture of an Arts course is made paramount, there will come a day not far off, when a fund should be established for a History course on Fine Arts. The material for such a course is already in the library in a fine collection of art casts, embracing excellent samples of all the principles of architectural and art styles from the time of the early Greeks.

If any Alumni are looking for a good opportunity to promulgate a side of culture that takes a major part in the material development of the times, there is the chance to establish such a branch at Haverford.

Founders' Club The effect of the Founders' Club is already being felt to a certain extent, in the right direction; namely, the increase of thoughtfulness in electing men to office by the College body so as not to concentrate the offices too much. And individually, men are looking out more sensibly than ever before, to keep from overburdening themselves with activities. The all-round requirements of membership in the Founders' Club appeal as keenly to the undergraduate as does the Phi Beta Kappa.

Changing The College Song There is a firmly fixed sentiment among the students that we ought to change the official College song of "Comrades" to "For Haverford," for two reasons; one being that the music of "Comrades" was not written by a Haverfordian, and the second, that the tune itself is an "impossible" one to sing with facility on occasions, as for example, after the last Junior Day Play, when a hideous fiasco was made of it. Those at the College would not presume to act at all in the matter, without the Alumni first giving their full sanction, but undoubtedly feeling is strong for the change.

College News— To turn to a short summary of the
Phases of It * news since March, gymnastics and the Civic Club ceased activities for the year at about the same time. The gymnasium team broke even in meets, and had a very fair year under Captain Taylor and Coach Krauss, developing an all-round team for next year. The Civic Club had an unprecedented attendance, averaging about fifty, and

gave evidence of a quickening interest at Haverford, in the big, open civic questions of the day. President C. Falconer supplied good speakers throughout. The Y. M. C. A. will culminate an exceptionally good year by sending a delegation of approximately thirty up to Eaglesmere, to the annual conference there. Just before Easter the Tennis Campaign Fund was started: result, two courts remodeled completely; two new courts, and backstops for all; cost, about \$1,350; amount still needed to pay for these improvements, \$300. Those who have not subscribed may send their subscriptions to the Tennis Campaign Committee, Haverford College, Pa.

The Cap and Bells Club outdid themselves this year, giving four performances, at the following places: Beechwood Seminary, Baltimore, Wilmington, and the College. The Glee Club gave two post-season concerts, at Frankford and Wayne, the latter at St. Luke's School. Using the Glee Club in this way among the schools, after the regular season, affords an excellent way of giving Haverford legitimate advertisement.

The efficient handling of the Middle Atlantic States Track Meet on our new track was the biggest feather in our cap as far as the track season has gone. We won two meets easily, did fairly well in the Middle States, and lost to Swarthmore in an interesting, but soggy meet. On Saturday, May 22, the day of the Swarthmore contest, a Haverford luncheon was held at the Walton, at which more than fifty past and present Haverfordians were present. The luncheon was the idea of the Founders' Club, and will probably be followed up by more of the same.

The cricket season has gone along on an even keel, but is beacons by a crushing victory over the University of Pennsylvania, shown in the score of 241 to 58.

The Rovers thus far have played one successful game, and will be well supplied with candidates. Undoubtedly the Cricket Rally part of the Spring Opening this year was unequalled in the loyal response that Haverfordians made to cricket in her hour of need. Through the generosity of the undergraduate body, a complete history of Cricket Week, to be issued on June 21st, will come out in the *Haverford News*, and will be sent to practically every alumnus.

Baseball passed successfully its period of probation, winning seven, and losing, however, its two hardest games. The team played clean, hard ball and upheld Haverford standards of sportsmanship.

At New York and at Baltimore, Haverford Alumni held banquets in the last part of March and in April, and on both occasions a strong stand was taken for a Haverford that should represent the ideal small college, and turn out men of broad vision and high ideals.

The Scientific Society held a banquet celebrating the twenty-fifth anniversary of its founding. About forty-five were present, and the scientific spirit reigned supreme.

Of late, some important amendments have been made to the A. A. Constitution. Briefly, the election of managers and assistant managers is put up to the squad, the value of Class Numerals is raised to mean something by forbidding them on class hats, and all managers and assistant managers are made responsible for personal valuables of their own team, or their visitors.

Chase Hall is being enlarged, and proper ventilation facilities put in it.

A much-needed groundsman is now being tried out until the middle of June to take care of the new tracks, fields, and tennis courts. If satisfactory, he will be kept permanently.

New Association The adoption of the proposed constitution of the Students' Association by the undergraduates, was the supplying of a long-standing need. It brings order out of a mass of heretofore unconnected rules, decisions, and more or less unwritten laws. The codifying of such an unwieldy mass of material gives a much greater force of prestige to officers invested with the authority of the organization, and by the clear-cut definitions of its powers, makes automatic the limits of its functions. As a whole, the new constitution seems to us to be comprehensive, clearly drawn up, and will be adequate far into the future, with few changes, unless Haverford greatly outgrows its present size.

D. C. WENDELL, '16.

JUN 11 1915
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HAVERFORD, PA.

HAVERFORD COLLEGE BULLETIN

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1914-1915



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Haverford College Athletics

With a Brief Account of the Other Activities
at the College

1914-1915



Edited in the Interest of Haverford

Press of
THE JOHN C. WINSTON CO.
1006-1016 Arch Street,
Philadelphia, Pa.



THE HAVERFORD UNION, ROBERTS HALL AND BARCLAY HALL

INTRODUCTION

It has been the aim of the editor to indicate each year in the introduction to the Athletic Annual, as a sort of hall of athletic fame, events of the year of special note, thus preserving their record.

The five most important events of the year, in the writer's mind, are:

First, the revival of the famous Swarthmore-Haverford football game, with general alumni and student enthusiasm.

Second, the renewed interest which is obtained in cricket, with the most emphatic winning of the Pennsylvania game, and the Intercollegiate Championship.

Third, the inauguration of a system of Physical Training substitution which favors a widespread option in physical and athletic life during the required term, with increase rather than disparagement in individual physical progress. This allows men who reach certain all-around qualifications to advance rapidly in other spheres of athletic work, both intercollegiate and intramural.

Fourth, the successful handling of a great intercollegiate athletic meet representing all the minor colleges in the middle Atlantic States, and this with credit to college management, student body and athletic team.

Fifth, the high development and progress of the Founders' Club and the special Alumni Committee.

Scarcely minor credit should be given to the installation of four splendid tennis courts, the organization of a college baseball team and the successful arrangements for the interscholastic meet.

We continue to solicit the hearty co-operation of all our alumni.

JAMES A. BABBITT.

Faculty, 1914-15

ISAAC SHARPLESS, Sc.D., LL.D., L.H.D.
President.

ALLEN CLAPP THOMAS, A.M.
Consulting Librarian and Emeritus Professor of
History.

LYMAN BEECHER HALL, Ph.D.
John Farnum Professor of Chemistry.

FRANCIS BARTON GUMMERE, Ph.D., LL.D., Litt.D.
Professor of English Literature.

HENRY SHERRING PRATT, Ph.D.
David Scull Professor of Biology.

JAMES ADDISON BABBITT, A.M., M.D.
Professor of Hygiene and Physical Education.

RUFUS MATTHEW JONES, A.M., Litt.D.
Professor of Philosophy.

OSCAR MARSHALL CHASE, S.M.
Registrar and Instructor in Drawing.

ALBERT SIDNEY BOLLES, Ph.D., LL.D.
Lecturer on Commercial Law and Banking.

DON CARLOS BARRETT, Ph.D.
Professor of Economics.

LEGH WILBER REID, Ph.D.
Professor of Mathematics.

WILLIAM WILSON BAKER, PH.D.
Associate Professor of Greek.

FREDERIC PALMER, JR., PH.D.
Dean and Associate Professor of Physics.

LEON HAWLEY RITTENHOUSE, M.E.
Associate Professor of Mechanics and Electricity.

RICHARD MOTT GUMMERE, PH.D.
Associate Professor of Latin.

ALEXANDER GUY HOLBORN SPIERS, PH.D.
Associate Professor of Romance Languages.

RAYNER WICKERSHAM KELSEY, PH.D.
Associate Professor of History.

ALBERT HARRIS WILSON, PH.D.
Associate Professor of Mathematics.

THOMAS KITE BROWN, JR., A.M.
Instructor in German.

HENRY JOEL CADBURY, PH.D.
Instructor in Biblical Literature.

VICTOR OSCAR FREEBURG, A.M.
Instructor in English.

WILLIAM OTIS SAWTELLE, A.M.
Instructor in Physics.

FRANK DEKKER WATSON, PH.D.
Associate Professor of Social Work.

WILLIAM HENRY COLLINS, A.M.

Superintendent of Buildings and Grounds.

HELEN SHARPLESS

Acting Librarian.

EDWARD EUGEN KRAUSS, S.B.

Assistant in Physical Training.

PAUL W. WEAVER

Assistant in the Engineering Laboratory.

JAMES WHITE CROWELL, A.M.

Assistant in French.

FREDERICK MURDOCK HENLEY, S.B.

Assistant in the Chemical Laboratory.

Aims and Activities

Haverford was founded in 1833. It began as a school with an endowment of \$60,000, and in 1856 was given a charter as a college. The total amount of the funds now possessed by the college is over two million dollars. The Board of Managers is made up of members of the Society of Friends, but the college is non-sectarian in its course of education and in the personnel of its faculty and students.

Haverford's purpose, as stated by President Sharpless at the 1915 dinner of the Baltimore Alumni Association, is "to make the college a place of general culture, to prepare a man to spend his leisure hours in life in cultural pursuits, and to develop men who have a serious interest in the affairs of the world." The courses are Arts and General Science; Haverford is not a place for vocational training; its science and engineering courses aim to equip a man of practical tastes with tools to aid him in his profession and to train him in an all-round way. The best technical schools admit those who have taken all of our scientific and mechanical courses, and mastered them, to enter their Junior classes. For the past twelve years the larger universities have admitted Haverford men to their schools of law, medicine and graduate work, thus putting a Haverford A.B. or S.B. degree on a level with their own. Haverford has always stood in the first class of American colleges in the report of the Carnegie Foundation.

Entrance examinations have been required of all candidates since 1899. These examinations are of two kinds (see catalogue for 1914-15, pages 24 and 25). The first system demands examinations in each of the subjects which make up a total of $14\frac{1}{2}$ units for entrance. The second system, which has been adopted by several other colleges, examines the candidate in four subjects: English, Mathematics (Algebra and Plane Geometry) and one foreign language (Latin for the A.B. candidate, French or German for the S.B. candidate). After entering college the Freshmen may choose from among several subjects. The Sophomores have eight hours of electives and the Juniors and Seniors twelve hours each. The Honor System of examinations has been in vogue since 1897.

The Library, open from 8.30 A. M. to 10 P. M., contains over 60,000 volumes, a valuable collection of mediæval carvings, a number of Babylonian inscriptions and the Roberts Collection of Autographs.

Haverford has never catered to large numbers or attempted to draw students in any way other than by presenting to them its merits as an educational institution. In spite of this fact, it has doubled its numbers since 1895 and now has 190 students. That it has unusual advantages for an intelligent active boy can be seen from the many activities in which the undergraduates are interested. In addition to the six major sports which have been successfully carried on, as described in this volume, the students manage the Y. M. C. A., which has a membership of ninety per cent of the college body. There is a Civic Society, addressed by prominent men in business and politics from Philadelphia, New York and

other cities. The Classical Club and Scientific Society have a large membership.

General College lectures during the year 1914-15 have included the following:

"The Case of Belgium." Rev. Dugald MacFadyen.

"The War and the Rights of Neutrals." Dr. George W. Kirchwey.

Readings from his Poems. Vachel Lindsay.

"The Fine Art of Living." Dr. Henry Churchill King.

"Emerson in Concord." Dr. Percy H. Boynton.

"Boccaccio." Sir Walter Raleigh.

There are two college papers—*The Haverfordian*, published monthly, containing literary articles, and the *College News*, appearing weekly and treating of the various college activities.

The Cap and Bells Club staged a play this year by Henry V. Esmond—"Eliza Comes to Stay." It was presented at Haverford, Philadelphia, Wilmington and Baltimore. The organization is entirely managed by alumni and undergraduates. In connection with the Cap and Bells Club the Glee and Mandolin Club give six or eight concerts each year.

The cricket team toured England in 1914 and won the intercollegiate championship for 1915.

The Track Team entertained the colleges of the Middle-States Association at the annual meet in 1915, winning fifth place with sixteen points. An unofficial baseball team has just been organized, and will be admitted to full standing along with the other sports if its playing this year is any indication of the future.

The athletic activities are managed largely by the undergraduates themselves with the supervision of the Alumni Committee. There is a Cabinet which meets with the Physical Director and several of the Faculty and Alumni once a month and discusses the athletic policy of the college.

The whole idea of Haverford may thus be summed up—to turn out well-rounded men who have cultivated their bodies as well as their minds; men who have learned how to get the best from the world and to give their best to it.



Haverford College

Department of Physical Education

ISAAC SHARPLESS, Sc.D., LL.D., L.H.D.,
President.

JAMES A. BABBITT, A.M., M.D.
Professor of Hygiene and Physical Education.

EDWARD E. KRAUSS
Assistant Instructor in Physical Training.

DR. M. S. BENNETT
Coach of Football Team.

GEORGE BENNETT,
Coach of Cricket Teams.

JOHN J. KEOGH
Coach of Track Team.

JAMES THOMAS
Coach of Soccer Teams.

C. VAN DAM, '17
Accompanist in Gymnasium.

J. W. SHARP, JR.
Chairman Alumni Athletic Committee.

Department Chairmen

H. NORMAN THORN, Football.

T. K. BROWN, JR., Gymnasium.

R. M. GUMMERE, Soccer.

A. M. COLLINS, Track.

C. C. MORRIS, Cricket.

Joint Committee on Athletics, 1914-15

Alumni Members

JOSEPH W. SHARP, JR., *Chairman*

E. N. EDWARDS	ALFRED M. COLLINS
HENRY COPE	ALFRED C. MAULE
WILLIAM R. ROSSMAESSLER	RICHARD M. GUMMERE
ALEXANDER C. WOOD, JR.	C. C. MORRIS
H. NORMAN THORN	A. G. PRIESTMAN
T. K. BROWN, JR.	DR. JAMES A. BABBITT

JOHN L. SCULL, *Treasurer ex-officio*

Faculty Members

PRESIDENT ISAAC SHARPLESS	DR. JAMES A. BABBITT
DEAN FREDERICK PALMER, JR.	

Undergraduate Members

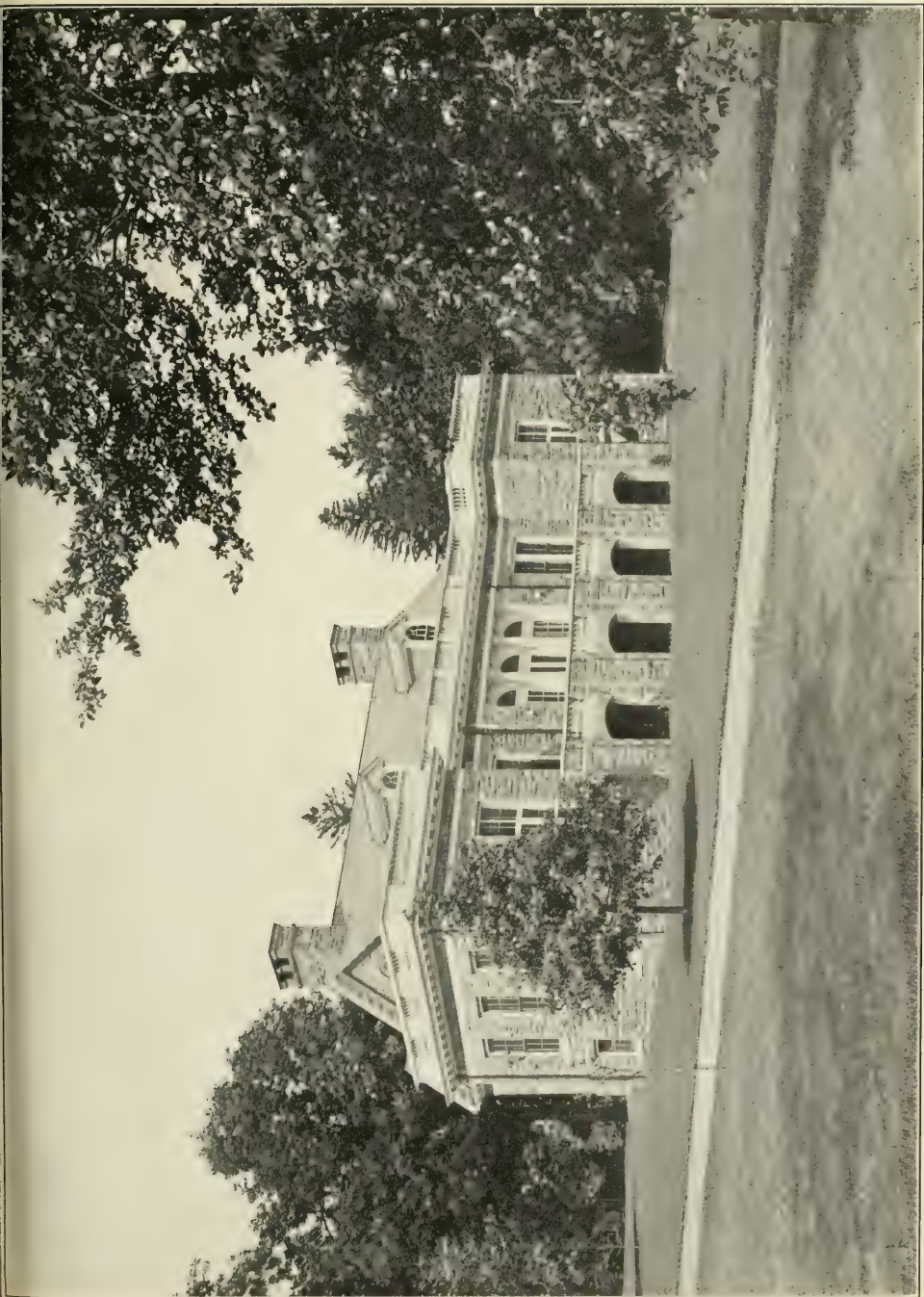
J. CAREY, 3D, '16	G. H. HALLETT, '15
K. P. A. TAYLOR, '15	E. N. CROSMAN, '15
D. B. VAN HOLLEN, '15	Y. NITOBÉ, '15
W. C. BRINTON, '15	E. M. PHARO, '15
E. L. FARR, JR., '15	

Athletic Cabinet

H. W. TAYLOR, '14	K. P. A. TAYLOR, '15, <i>Secretary</i>
C. M. SANGREE, '17	J. CAREY, 3D, '16
G. H. HALLETT, '15	D. B. VAN HOLLEN, '15, <i>President</i>
E. R. MOON, '16	W. C. BRINTON, '15
E. N. CROSMAN, '15	JOHN L. SCULL, '05
	DR. R. M. GUMMERE, '02
	DR. JAMES A. BABBITT, <i>Chairman ex-officio</i>

Athletic Association

D. B. VAN HOLLEN, '15, <i>President</i>	E. L. BROWN, '17, <i>Secretary</i>
JOHN L. SCULL, '05, <i>Treasurer</i>	



THE MORRIS INFIRMARY

The Athletic Cabinet

Purpose.

This group is selected from representative men in College, partly by appointment and partly by election, and is organized (a) for conference upon important college athletic affairs, (b) for taking the initiative in important college innovations, and (c) for bringing into harmonious co-operation the various college athletic organizations. It shall act as college host to visiting alumni whenever opportunity presents. It shall in no way influence college politics nor administer athletic finances, and shall act in advisory rather than executive capacity.

Membership.

Its members shall consist of ten men, five of whom shall be the captains of the Football, Gymnasium, Soccer, Track, and Cricket teams respectively. Three members shall be elected each year by ballot of the retiring cabinet and the two remaining members named by the chairman (*ex-officio*), Dr. Babbitt. Election shall be regardless of class or other College membership.

Meetings.

Meetings shall be held upon the first Tuesday evening of each month upon the invitation of the *ex-officio* host, although these dates may be changed upon special occasions, when conflicting with other College appointments.

Special sessions may be arranged as need requires.

Officers.

Officers shall consist of a President and Secretary elected at the first meeting of the year. These two, with the Chairman *ex-officio*, shall constitute the Executive Committee.

Special Functions.

The Cabinet shall direct the various interscholastic meetings at the College when so desired; shall always be ready to assist at alumni gatherings at the College, and shall act as host at an annual gathering of "Cabinet Alumni," held during May.

Constitution of Haverford College Athletic Association

Name.

ARTICLE 1. This Association shall be known as the Haverford College Athletic Association.

Members.

ARTICLE 2. All undergraduates are eligible as Active Members, and all graduates, ex-students and members of the Faculty of Haverford College are eligible as Associate Members of this Association.

Departments.

ARTICLE 3. This Association shall consist of six departments, namely, Cricket, Football, Soccer, Gymnasium, Track, and Tennis.

Department Officers.

ARTICLE 4. Section 1. The following officers for each department (with the exception of the Manager) shall be elected not later than the close of each collegiate year by the Active Members of this Association.

(a) Cricket: There shall be a Manager and two Assistant Managers in this department. The Coach, Captain and Manager shall choose teams to represent the college in this sport.

(b) Football: There shall be a Manager, two Assistant Managers, four Sub-Assistant Managers and a Cheer-leader in this department. (The office of Cheer-leader is to be open for competition; the leader shall call out and be responsible for assistants and shall suggest at least four names to the Nominating Committee from which his successor shall be elected.)

(c) Soccer: There shall be a Manager and two Assistant Managers in this department. The Coach, Captain and Manager shall choose teams to represent the college in this sport.

(d) Gymnasium: There shall be a Manager and two Assistant Managers in this department.

(e) Track: There shall be a Manager and two Assistant Managers in this department.

(f) Tennis: There shall be a Manager and two Assistant Managers in this department.

Section 2. The squad of each team shall elect the Manager of that department at the close of its season, from the Assistant Managers. The squad in each department shall be defined as follows:

(a) Cricket: Not less than twenty-two men from the first and second teams selected by the Captain, Coach and Manager.

(b) Football: Not less than twenty-two men selected by the Captain, Coach and Manager.

(c) Soccer: Not less than twenty-two men from the first and second teams selected by the Captain, Coach and Manager.

(d) Gymnasium: All men performing in any Varsity meet or Varsity exhibition during the season.

(e) Track: All men performing in any Varsity meet during the season.

(f) Tennis: All men playing in an intercollegiate match.

Captains.

Section 3. The regular members of each team, as selected by the committee in charge of awarding the "H," shall, not later than the close of each collegiate year, elect a captain for the ensuing year.

Association Officers.

Section 4. The Active Members of this Association shall, not later than the close of each collegiate year, elect the following officers of the Association:

First—A President, who shall be a Senior.

Second—A Secretary, who shall be a Sophomore.

Joint Committee on Athletics.

ARTICLE 5. There shall be a Joint Committee on Athletics which shall consist of thirteen Alumni members, appointed by the Alumni Association, two Faculty members, and the Captains and Managers of the different athletic departments of this Association.

Section 1. This Joint Committee shall have the final decision in all important athletic matters which may arise in connection with the college.

Section 2. This Joint Committee shall elect a Treasurer for the Association.

Department Expenses.

ARTICLE 6. The Manager of each department shall confer with the Treasurer of the Association on all financial questions connected with his department.

Treasurer.

ARTICLE 7. The Treasurer shall receive and be the custodian of all funds belonging to the Association, and shall disburse the same according to his best judgment. He shall publish an annual report in some undergraduate publication, fully itemized, and showing the exact expenses of each department. His accounts should be audited annually, by an expert appointed by the joint committee. He shall see that donations for special uses are so expended.

Dues.

ARTICLE 8. The annual dues of all Active Members shall be nine dollars (\$9.00). The annual dues of Associate Members shall be five dollars (\$5.00).

Section 1. Taking nine dollars (\$9.00) as a basis, the dues shall be divided among the different departments as follows: (a) Cricket, \$1.50; (b) Football, \$2.00; (c) Soccer, \$2.25; (d) Gymnasium, \$1.00; (e) Track, \$1.25; (f) Tennis, \$1.00.

Special Meetings.

ARTICLE 9. The President of this Association or the Manager of any department in this Association may call a meeting of the Association at any time.

Nominating Committee.

ARTICLE 10. There shall be a Nominating Committee composed of three Seniors, two Juniors, and one Sophomore, elected by their

respective classes not later than the close of each preceding collegiate year. All the officers of this Association, except the Treasurer, shall be nominated by this committee and all nominations shall be posted one week before they are voted on. Any additional nomination shall be posted at the signed request of twenty-five members.

Admission to Events.

ARTICLE 11. Every Associate Member of the Association, in good standing, shall receive a card admitting him to all home athletic contests, except to the Haverford-Swarthmore football game.

Amendments and By-Laws.

ARTICLE 12. The Joint Committee shall make such further Rules and Regulations as may seem necessary, from time to time, but these articles shall not be amended except by two-thirds vote of the Active Members, after a week's notice.

Regulations for Awarding Insignia

I.

All committees for awarding college insignia shall be responsible to the Athletic Association.

II.

The Varsity H for all branches of athletics shall be as described herein:

(1) On all coat sweaters and jerseys the H shall be block and shall be $2\frac{3}{4}$ inches across (not including the block), and $4\frac{1}{2}$ inches high. The block shall extend $\frac{1}{2}$ inch beyond the bar and shall be $\frac{1}{2}$ inch thick at the base, tapering to $\frac{3}{8}$ inch at the end. The bars shall be $\frac{3}{4}$ inch thick.

(2) On all V neck sweaters the H shall be straight, 4 inches wide and $5\frac{1}{2}$ inches high; the bars shall be 1 inch thick, except the Cricket H which shall be a block H.



(3) Each man receiving a varsity H shall receive a certificate attesting the same and signed by the College President, Athletic Director and Captain of the department awarding the letter.

III. FOOTBALL.

The football sweater shall be black, coat or V neck, the coat sweater shall have a scarlet block H, and the V neck shall have a scarlet straight H.

The football jersey shall be black with striped sleeves. The stripes, which shall be two inches wide, shall be alternate scarlet and black.

Men not holders of a football H shall not wear any part of the uniform except on the football field.

The football H shall be awarded each year by the captain, manager and coach of the football department. No more than twelve H's shall be awarded in any one year, and these shall be awarded to the most deserving men.

Upon vote of the Athletic Association the manager shall be awarded an insignia in the form of a gold charm, properly engraved.

IV. CRICKET.

The cricket colors shall consist of the cricket sweater, the scarlet and black blazer and cap, and scarlet and black sash. The cricket sweater shall be white V neck with a scarlet and black band on the skirt and wrists $1\frac{1}{2}$ inches wide and shall have on the breast a scarlet block H.

The cricket colors shall be awarded each year by the coach, captain and manager of this department. They shall be awarded to the most deserving players each year and shall be limited to eleven in number.

V. TRACK.

The track uniform shall consist of a white sleeveless jersey and white running trousers, with scarlet and black $\frac{1}{2}$ inch stripes down the sides and with a scarlet and black waistband.

The track Varsity sweater shall be a scarlet sweater, coat or V neck, with the regulation H. A black block regulation H shall be worn on the jersey.

The track H shall be awarded each year by the captain, manager, and a director of the Track Department at their discretion. The following men only shall be eligible for consideration:

(a) Men who have won a point or part of a point in the annual meet of the I. C. A. A. A. A.

(b) Men who have won first place and five (5) other points; or who have tied for first place with a member of an opposing team and won five (5) other points.

NOTE.—A tie for second place with a man of an opposing team in a dual meet shall count three (3) points.

(c) Members of a winning relay team in the relay carnival at Franklin Field who have also won three points in dual meets during the season.

(d) Men who have won or tied for a place in the Middle States Intercollegiate Meet, and who have won three (3) other points in any meet.

Points toward the Walton Field cup shall be counted as follows:

I. C. A. A. A. A. MEET.—For each of the five places respectively, 25, 20, 15, 10 and 5 points.

M. S. I. C. C. MEET.—For each of the four places respectively, 15, 9, 6 and 3 points.

U. OF P. RELAYS.—Each member of the relay team for the three places respectively, 5, 3 and 1 points. Three places in individual events respectively 15, 9 and 3 points.

DUAL MEETS.—Points to count as they are scored for the team.

VI. GYMNASIUM.

The insignia and H's shall be awarded at the discretion of the captain, manager and coach at the end of each year; no person shall receive an H who has not won three first places in dual meets or a place in the Intercollegiates. The regulation gymnastic costume shall be black tights, leotard and scarlet belt. Leotard to have a scarlet front, rounded at the bottom and extending as far as the shoulder, and buttoning over the shoulder. The gymnastic insignia shall be the black monogram H. G. T. worn on the scarlet front of the leotard or on the regular gymnastic sweater. The H shall be a regulation straight H; $\frac{1}{4}$ inch above the bar shall be a straight G $1\frac{1}{2}$ inches high and 1 inch wide and $\frac{1}{4}$ inch below the bar

shall be a straight T $1\frac{1}{2}$ inches high and 1 inch wide. The gymnastic sweater shall be:

(1) A scarlet coat sweater with a black border $1\frac{3}{4}$ inches wide, black wristlets 4 inches deep and a black block H.

(2) A scarlet V neck sweater with a black band $1\frac{3}{4}$ inches wide on skirt and a black straight H.

VII. SOCCER.

The soccer uniform shall consist of a gray shirt, with a scarlet and black stripe, 3 inches wide, running diagonally over the right shoulder, black trousers, scarlet belt and black stockings with a 4 inch scarlet horizontal stripe. The soccer shirt may be worn by a player in any first team game and at any time by an intercollegiate player.

The soccer sweater shall be a plain white coat or V neck sweater with a scarlet varsity H. The soccer H shall be awarded each year by the coach, captain and manager of the soccer department to not more than eight men.

VIII. TENNIS.

The winner or winners of the Intercollegiate championship shall be awarded a scarlet regulation straight H.

Not more than four tennis insignia may be awarded each year at the discretion of the captain and manager to the members of the Varsity team. The tennis insignia shall consist of a regulation straight scarlet H; $\frac{1}{4}$ inch above and below the bar shall be a straight T $1\frac{1}{2}$ inch high and 1 inch wide. This insignia shall be worn on a white V neck sweater.

IX. VARSITY HAT.

There shall be a Varsity hat which may be worn by the holder of any Varsity H. This hat shall be a white flannel University Special hat (Spalding's No. 202) with scarlet and black block H with diagonal line from upper left to lower right hand corner, left section scarlet. The proposed letter to be of the following dimensions: height, $\frac{3}{4}$ inch between blocks; block $\frac{9}{32}$ inch thick, projecting $\frac{3}{16}$ inch; width inside bars $\frac{1}{2}$ inch; cross bar $\frac{9}{32}$ inch thick midway between blocks; vertical bars $\frac{1}{4}$ inch thick.

X. WEARING OF EMBLEMS.

No person shall be entitled to wear any emblems, uniforms, or parts of uniforms above mentioned, except on the field or in a meet, until that person shall have been authorized to do so by the committees having charge of same.

XI. HATS AND CAPS.

No person shall wear an H, either plain or in monogram, on any hat or cap except on the Varsity hat.

XII. CLASS NUMERALS.

Numerals may be worn only by those men who have earned them or by men who have received an H. Numerals shall not be used on the class hat unless they have been earned.

Numerals shall be awarded by the same committee that awards the corresponding H in each department, subject to the following regulations:

Football—Numerals may be awarded to not more than five (5) men in recognition of conscientious work during the season either on the Varsity or on the scrub teams. Those receiving the Varsity H shall not be awarded numerals.

Cricket—Numerals may be awarded to not more than five (5) men. These numerals to be awarded to the most deserving men on the first and second teams. Men receiving an H and cricket colors shall not receive numerals.

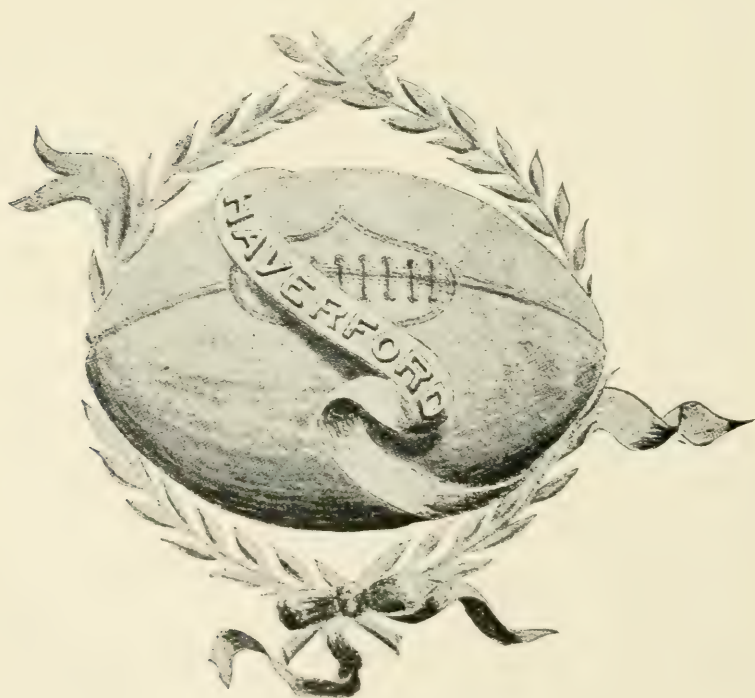
Track—Numerals may be awarded to any man scoring six points in dual meets during the season. Those men receiving an H shall not receive numerals.

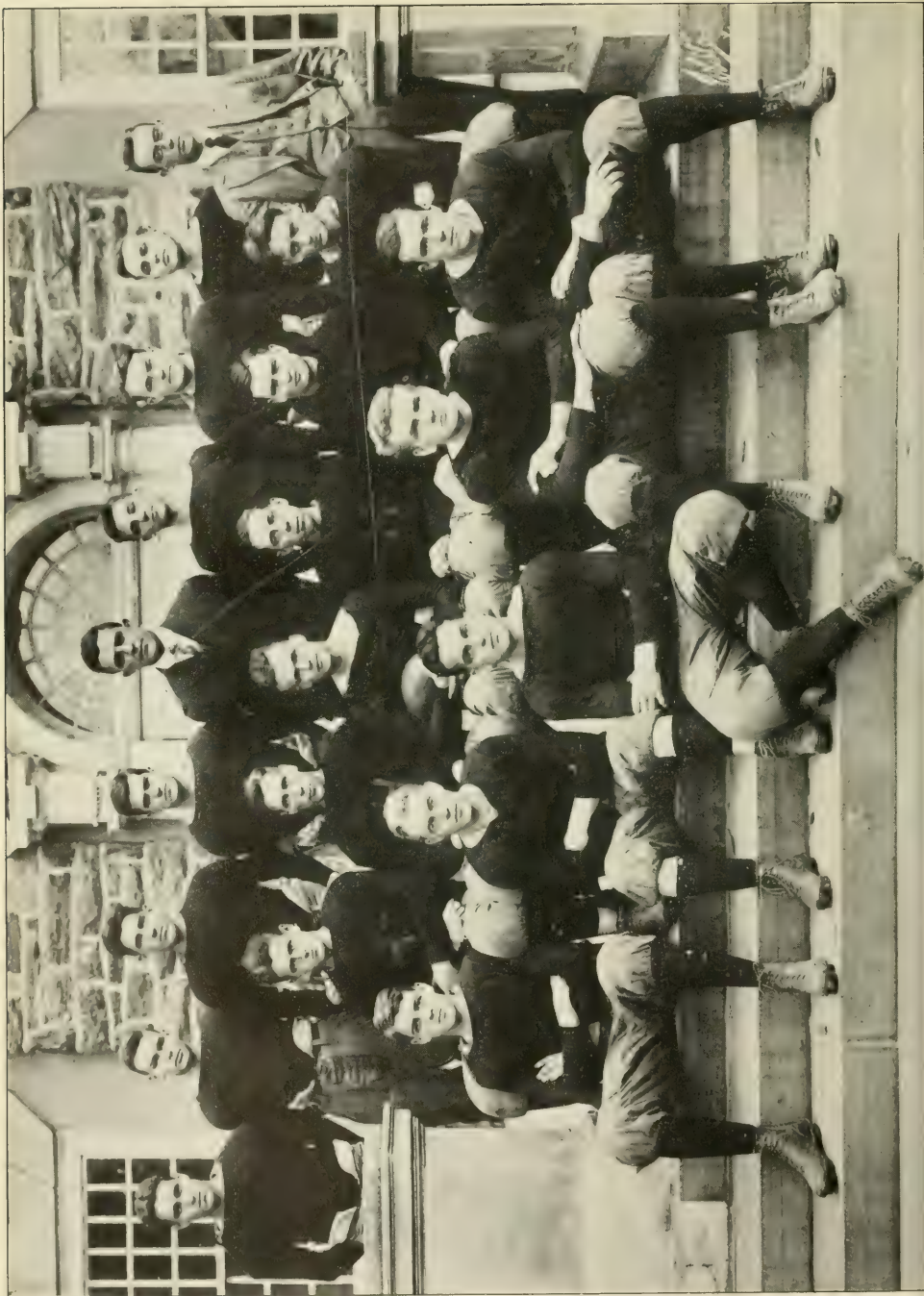
Tennis—Numerals may be awarded to not more than two (2) members of the first and second teams for conscientious work during the season. The college champion in singles and the college champions in doubles shall also be awarded numerals. Men receiving the tennis insignia or H shall not receive numerals.

Soccer—Numerals may be awarded to not more than five (5) men. The numerals shall be awarded to the most deserving men on the first and second teams. Men receiving the soccer H shall not be awarded numerals.

Resolved, That the Manager shall be responsible for the personal property of visiting teams, and in case of negligence on his part he will be held strictly accountable for the total amount of the loss sustained.

And further, that the Manager shall appoint an Acting Manager for all second and third team games and said Acting Manager shall be held responsible in the same way as the Manager.





FOOTBALL TEAM

Football Season, 1914

Manager

E. N. CROSMAN, '15

Assistant Managers

W. M. ALLEN, '16

JOHN G. LOVE, JR., '16

Captain

JAMES CAREY, 3D, '16

Coach

DR. M. S. BENNETT

Cheer Leader

N. B. COLEMAN, '15

Assistant Cheer Leaders

J. S. ELLISON, '16

P. L. LEIDY, '16

P. A. HUNTER, '16

W. R. FARIES

Haverford College Football Team

CAREY, J. '16 (<i>Captain</i>)	Quarterback
MOON, '16 (<i>Captain-elect</i>)	Left Tackle
BUFFUM, '16	Right Guard
KNOWLTON, '16	Right Tackle
SHIPLEY, '16	Left End
HANNUM, '16	Left Guard
HOWLAND, '17	Center
REEVE, '17	Right End
VAN DAM, L. '17	Halfback
RAMSEY, '17	Fullback
CROSMAN, J. M. '18	Halfback
FARR, '15	Left End

Football Schedule, 1914

Oct. 3.	Haverford....	9	Washington Col... 0	at Haverford
Oct. 10.	Haverford....		Delaware..... *	at Haverford
Oct. 17.	Haverford....	7	New York Univ... 13	at New York
Oct. 24.	Haverford....	38	Stevens..... 0	at Haverford
Oct. 31.	Haverford....	0	F. and M..... 14	at Haverford
Nov. 7.	Haverford....	0	Trinity..... 6	at Hartford
Nov. 14.	Haverford....	10	Johns Hopkins.... 0	at Baltimore
Nov. 21.	Haverford....	3	Swarthmore..... 3	at Haverford

* Canceled.

Wearers of Football H

J. CAREY, 3D, '16	W. HOWLAND, '17
E. R. MOON, '16	A. H. REEVE, JR., '17
F. C. BUFFUM, '16	L. VAN DAM, '17
H. E. KNOWLTON, '16	L. M. RAMSEY, '17
J. E. SHIPLEY, '16	J. M. CROSMAN, '18
WM. HANNUM, '16	E. L. FARR, '15

Wearers of Football Numerals

1915

W. T. KIRK, 3D, '16	WM. HANNUM, '16
H. HILL, '17	H. REEVE, '17
E. R. MOON, '16	F. BUFFUM, '16
C. M. SANGREE, '17	L. RAMSEY, '17
W. HOWLAND, '17	J. E. SHIPLEY, '16
H. KNOWLTON, '16	J. CAREY, 3D, '16
E. FARR, '15	L. VAN DAM, '17
A. GARRIGUES, '16	G. CHANDLER, '17
J. SHARP, '18	W. MARTWICK, '16
A. JOHNSON, '16	R. MOORE, '18
W. GARDINER, '17	CURTIS, '18

Account of Important Football Games

Haverford, 9; Washington, 0

Haverford		Washington
Farr.....	l. e.....	Derringer
Moon.....	l. t.....	Healey
Garrigues.....	l. g.....	Cooper
Howland.....	c.....	Larmore
Buffum.....	r. g.....	Davis
Knowlton.....	r. t.....	Frampton
Reeve.....	r. e.....	Sterling
Carey.....	q. b.....	Dwyer
Crosman.....	l. h. b.....	Brown
Van Dam.....	r. h. b.....	Enright
Kirk.....	f. b.....	Biddle

Touchdown—Farr. Field goal—Carey. Substitutes—Ramsey Sangree, Lukens, Sharp.

New York U., 13; Haverford, 7

New York U.		Haverford
Waldman.....	l. e.....	Farr
Wiener.....	l. t.....	Moon
Carough.....	l. g.....	Garrigues
Raschbaum.....	c.....	Howland
Cossins.....	r. g.....	Buffum
Hagemeyer.....	r. t.....	Knowlton
Somers.....	r. e.....	Reeve
Huntley.....	q. b.....	Carey
Bernstein.....	l. h. b.....	Martwick
McNally.....	r. h. b.....	Van Dam
Sockolower.....	f. b.....	Ramsey

Goals from touchdowns—Parks, Carey. Touchdowns—Huntley (2), Martwick. Time of quarters—11 minutes. Substitutions—Shipley, Lukens, Johnson, Gardiner, Martwick, Levis. Referee—Thorpe. Umpire—Hatch. Head Linesman—Kingen.

Stevens, 0; Haverford, 38

Haverford		Stevens
Farr.....	l. e.....	Howell
Moon.....	l. t.....	Stretch (Capt.)
Hannum.....	l. g.....	Oldis
Howland.....	c.....	Graydon
Knowlton.....	r. t.....	Paul
Buffum.....	r. g.....	Moeller
Reeve.....	r. e.....	Hoinkins
Carey (Capt.).....	q. b.....	Anderson
Crosman.....	l. h. b.....	Todd
Kirk.....	r. h. b.....	Marshall
Ramsey.....	f. b.....	Hill

Touchdowns—Ramsey (2), Kirk, Cary, Farr. Goals from touchdown—Carey (3). Time of quarters—15 minutes. Referee—Beavers, West Point. Umpire—Bergen, Princeton. Linesman, Green, Syracuse.

Haverford, 0; F. and M., 14

Haverford		F. and M.
Farr.....	l. e.....	Berger
Moon.....	l. t.....	Diehl
Hannum.....	l. g.....	Waugaman
Howland.....	c.....	Witherspoon
Buffum.....	r. g.....	Wertsch
Taylor.....	r. t.....	Smith
Reeve.....	r. e.....	Glidden
Carey.....	q. b.....	Mylin
Martwick.....	l. h. b.....	Gerhart
Van Dam.....	r. h. b.....	Herman
Ramsey.....	f. b.....	Jones

Touchdowns—Moylin, Moyer. Goals from touchdown—Herman (2). Substitutions—Crosman, Shipley, Gardiner, Kirk, Martwick, Van Dam, Moore, Johnson, Sangree. Time of periods—15 minutes. Referee—Moffit, Princeton. Umpire—Sigman, Lafayette. Head Linesman—Hoskins, Lafayette.

Haverford, 0; Trinity, 6

Haverford		Trinity
Shipley.....	l. e.....	Morris
Moon.....	l. t.....	(Capt.) Howell
Hannum.....	l. g.....	Jackson
Howland.....	c.....	Kenney
Buffum.....	r. g.....	Bradley
Johnson.....	r. t.....	Lambert
Reeve.....	r. e.....	Connors
Carey.....	q. b.....	Smith
Sangree.....	l. h. b.....	Cole
Van Dam.....	r. h. b.....	Ives
Ramsey.....	f. b.....	Castator

Touchdown—Smith. Substitutions—Moore, Kirk, Van Dam, Chandler, Curtis. Time of periods—11 and 12 minutes. Referee—Beavers, West Point. Umpire—Fauver, Oberlin. Head Linesman—Lowe, Dartmouth.

Haverford, 10; Johns Hopkins, 0

Haverford		Johns Hopkins
J. Shipley.....	l. e.....	Brumbaugh
Moon.....	l. t.....	Burrough
Buffum.....	l. g.....	Yewell
Howland.....	c.....	Primrose
Hannum.....	r. g.....	Frick
Knowlton.....	r. t.....	Jackson
Reeve.....	r. e.....	Fear
J. Carey.....	q. b.....	Tischler
C. Sangree.....	l. h. b.....	Randall
Ramsey.....	f. b.....	Wilkinson
L. Van Dam.....	r. h. b.....	Uhler

Substitutions—Martwick, Kirk, Sangree, Van Dam. Scoring—For Haverford: Touchdown—Carey. Goal from touchdown—Carey. Goal from field—Carey. Referee—E. S. Land, Navy. Umpire—J. M. Davidson, Pennsylvania. Head Linesman—G. M. Gillett, Hopkins. Time of quarters—13 minutes each.

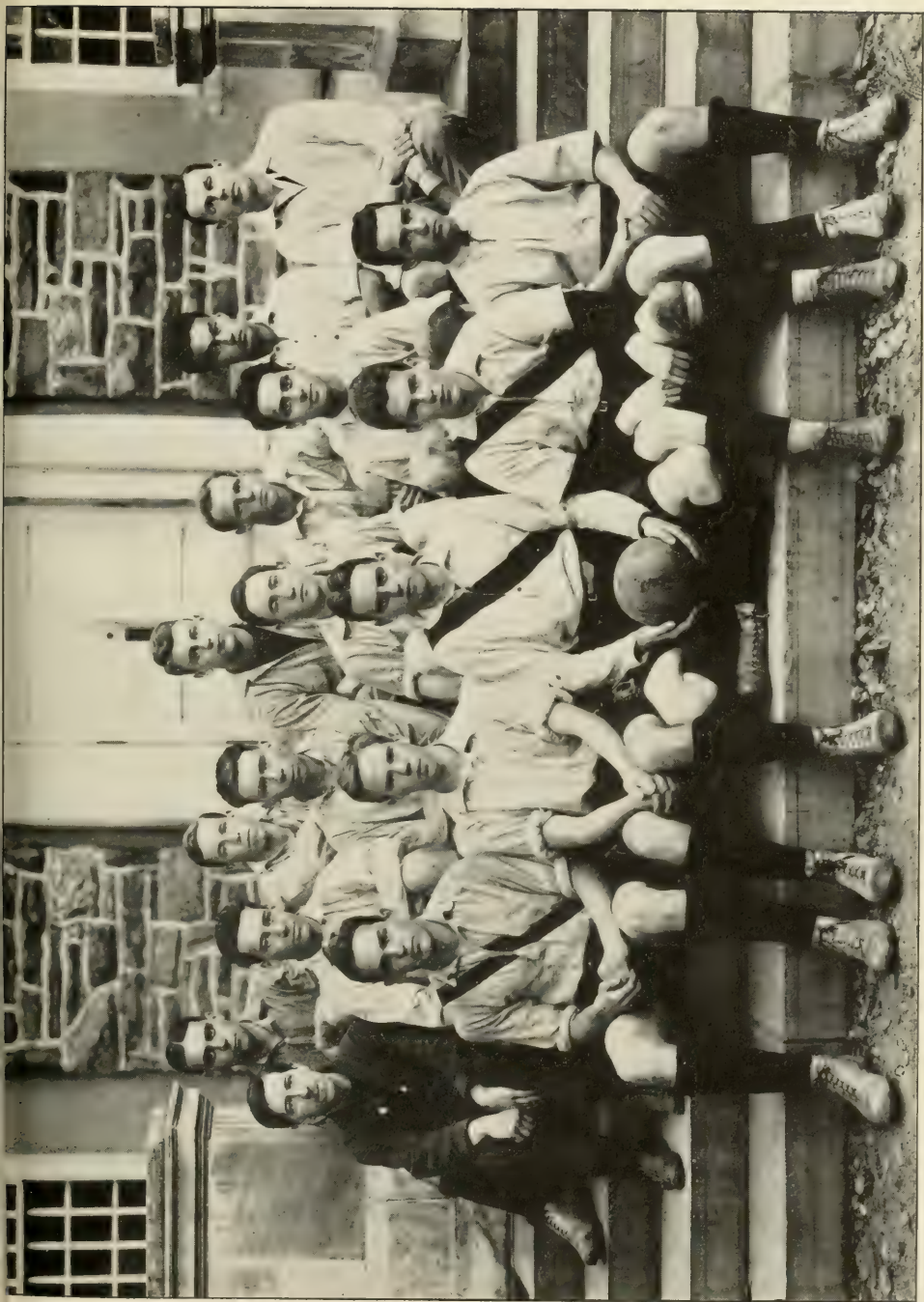
Haverford, 3; Swarthmore, 3

Haverford		Swarthmore
Shipley.....	l. e.....	E. Cornog
Moon.....	l. t.....	McGovern
Hannum.....	l. g.....	Passmore
Howland.....	c.....	McCabe
Buffum.....	r. g.....	Hunter
Knowlton.....	r. t.....	Endicott
Reeve.....	r. e.....	Stephens
Carey.....	q. b.....	Murch
Crosman.....	l. h. b.....	Locke
Van Dam.....	r. h. b.....	A. Cornog
Ramsey.....	f. b.....	Clime

Goals from the field—Carey, A. Cornog. Substitutions—Swarthmore: Widener for McCabe, McCabe for Widener. Referee—Langford, Trinity. Umpire—Gillender, Pennsylvania. Head Linesman—Torrey, Pennsylvania. Time of periods—15 minutes.

Statistics of the Swarthmore Game

First downs—Haverford 5, Swarthmore 7. Gains from forward passes—Haverford 43 yards, Swarthmore 86 yards. Gains from rushing—Haverford 111 yards, Swarthmore 92 yards. Running back punts—Haverford 65 yards, Swarthmore 40 yards. Running back kick-offs—Haverford 38 yards, Swarthmore 15 yards. Average distance of punts—Haverford 45 yards, Swarthmore 33 yards. Fumbles—Haverford 1, Swarthmore 2. Penalties—Haverford 2, Swarthmore 6. Distance lost in penalties—Haverford 20 yards, Swarthmore 55 yards.



SOCCER TEAM

Association (Soccer) Football, 1914-15

Manager

E. M. PHARO, '15

Assistant Managers

E. R. MOON, '16

I. T. STEERE, '16

Captain

D. B. VAN HOLLEN, '15

Coach

JAMES THOMAS

Haverford College Soccer Team

GUMMERE, SHIPLEY.....	Goal
GARDINER.....	Right Fullback
G. HALLETT, MOON.....	Left Fullback
COLEMAN.....	Right Halfback
STEERE, M. CROSMAN.....	Center Halfback
DEWEES.....	Left Halfback
J. STOKES.....	Outside Right
J. CAREY.....	Inside Right
VAN HOLLEN.....	Center
F. CARY (<i>Captain-elect</i>).....	Inside Left
G. BUZBY.....	Outside Left
H. HALLETT.....	Substitute

Season 1914-15

Oct. 17.	Haverford... 1	Germantown C. C... 0	at Haverford
Nov. 7.	Haverford... 3	Moorestown C. C... 1	at Haverford
Nov. 14.	Haverford... 2	Merchantville C. C. 3	at Merch'ville
Nov. 19.	Haverford... 1	Princeton..... 1	at Haverford
Nov. 28.	Haverford... 0	Cornell..... 3	at Haverford
Dec. 2.	Haverford... 0	Columbia..... 4	at N. Y. City
Dec. 5.	Haverford... 0	Harvard..... 1	at Cambridge
Dec. 12.	Haverford... 1	Pennsylvania..... 3	at Phila.
Dec. 19.	Haverford... 2	Yale..... 0	at Haverford

Intercollegiate Championship won by Pennsylvania. Haverford sixth.

The final standing:

	W.	L.	T.	Pts.
Pennsylvania.....	5	0	1	11
Harvard.....	3	1	2	8
Cornell.....	1	1	4	6
Columbia.....	2	3	1	5
Princeton.....	1	2	3	5
Haverford.....	1	4	1	3

Class Games

January 13.	1916.....	2	1917.....	2
January 14.	1915.....	3	1918.....	1
January 19.	1917.....	2	1918.....	1
January 20.	1915.....	1	1917.....	1

Class Championship won by 1915.

Soccer H

W. J. GARDINER

F. CARY

Soccer Numerals

VAN HOLLEN, '15	J. CAREY, 3D, '16
GUMMERE, '15	STEERE, '16
BRINTON, '15	MOON, '16
MORLEY, '15	GARDINER, '17
L. WEIKEL, '15	W. M. R. CROSMAN, '17
MCNEIL, '15	WESTON, '17
FALCONER, '15	J. M. CROSMAN, '18
SHAFFER, '15	DEWEES, '18
G. HALLETT, '15	G. H. BUZBY, '18
NITOBÉ, '15	H. M. HALLETT, 2D, '18
COLEMAN, '15	LECLERCQ, '18
STOKES, '16	TABER, '18
J. E. SHIPLEY, '16	M. S. SHIPLEY, JR., '18
	TATUM, '18

Accounts of Important Soccer Games

Germantown C. C., 0; Haverford, 1

Germantown C. C.	Haverford
Kurtz.....g.....	Gummere
Ziegler.....r. f. b.....	Coleman
*Weston.....l. f. b.....	G. Hallett
Pierson.....r. h. b.....	H. Hallett
Shoemaker.....c. h. b.....	Steere
Longstreth.....l. h. b.....	Snader
Riley.....o. l.....	Buzby
*Deacon.....i. l.....	Weller
Davidson.....c.....	Van Hollen
Clothier.....i. r.....	Cary
Brotherton.....o. r.....	Stokes

Goals for Haverford—Weller 1. Referee—Bishop. Linesmen—Thomas and Knight.

* Substituted for Germantown.

Haverford, 3; Moorestown, 1

Haverford	Moorestown
Gummere.....g.....	Atkinson
Coleman.....r. f. b.....	Roberts
Hallett.....l. f. b.....	Elkinton
Shaffer.....r. h. b.....	Taylor
Shipley.....c. h. b.....	Buzby
Steere.....l. h. b.....	Sumner
Buzby.....o. r.....	Cooper
Cary.....i. r.....	Savery
Van Hollen.....c.....	Perkins
Taber.....i. l.....	E. Stokes
Stokes.....o. l.....	Rogers

Referee—J. Paul. Linesmen—LeClerq and Spencer. Time of halves—45 minutes.

Goals—Haverford: Cary (2), Taber; Moorestown, Stokes.

Merchantville, 3; Haverford, 2

Merchantville		Haverford
McGinley.....	g.....	Gummere
H. Bottomley.....	r. f. b.....	Coleman
Fales.....	l. h. b.....	Hallett
Callahan.....	r. h. b.....	Steere
Orton.....	c. h. b.....	Shipley
Conkle.....	l. h. b.....	Shaffer
Melville.....	o. r.....	Stokes
Harlan.....	i. r.....	Taber
G. Bottomley.....	c.....	Van Hollen
Wood.....	i. l.....	Cary
Blamphin.....	o. l.....	Buzby

Referee—Addis. Linesmen—Thomas and Weston. Time of halves—45 minutes.

Goals—Merchantville: G. Bottomley (2), Blamphin; Haverford: Cary and Taber.

Haverford, 1; Princeton, 1

Haverford		Princeton
Gummere.....	g.....	Jackson
Coleman.....	r. f. b.....	Cator
G. Hallett.....	l. f. b.....	Moore
H. Hallett.....	r. h. b.....	(Carey) Lake
M. Shipley.....	c. h. b.....	Faber
Steere.....	l. h. b.....	Harris
J. Stokes.....	o. r.....	Fowler
Taber.....	i. r.....	Ross
Van Hollen (Le Clercq).....	c.....	(Capt.) Gates
Cary.....	i. l.....	(Hoskins) Stewart
Buzby.....	o. l.....	Mitler

Goals—Buzby, Haverford; Hoskins, Princeton. Substitutions—LeClerq for Van Hollen, Hoskins for Stewart. Referee—Bishop.

Cornell, 3; Haverford, 0**Cornell****Haverford**

Creifelds.....	g.....	Gummere
Thomas.....	r. f. b.....	Gardiner
Townsend.....	l. f. b.....	G. Hallett
Kirk.....	r. h. b.....	Deweese
Lynch.....	c. h. b.....	Steere
Gordon.....	l. h. b.....	H. Hallett
Ludlow (Loughlin).....	o. r.....	Stokes
Dyer.....	i. r.....	Nitobe
Russell.....	c.....	Van Hollen
Nicholai.....	i. l.....	Cary
Montgomery.....	o. l.....	Buzby

Referee—G. Young. Linesmen—Shipley (Haverford) and Loughlin (Cornell). Time of halves—45 minutes. Goals for Cornell—Russell (Steere and Gummere put through their own goal).

Columbia, 4; Haverford, 0**Columbia****Haverford**

Buermeyer.....	g.....	Gummere
Stone.....	r. f. b.....	Moon
H. Shanholt.....	l. f. b.....	Gardiner
Hamilton.....	r. h. b.....	Hallett
.....	c. h. b.....	Steere
Sanders.....	l. h. b.....	Coleman
Peck.....	o. r.....	Stokes
Marquard.....	i. r.....	Carey
M. Shanholt.....	c.....	Crosman
Schwartz.....	i. l.....	Cary
Fernandez.....	o. l.....	Buzby

Referee—F. Davies. Linesmen—P. P. Welling (Columbia) and Nitobe (Haverford). Goals—H. Shanholt (2), Marquard, H. M. Shanholt. Time of halves—45 minutes.

Harvard, 1; Haverford, 0**Harvard****Haverford**

Nichols.....	g.....	Shipley
Withington.....	l. f. b.....	Hallett
Chubb.....	r. f. b.....	Gardiner
Fenn.....	l. h. b.....	Deweese
O'Neill.....	c. h. b.....	Steere
Moffat.....	r. h. b.....	Coleman
Weld.....	o. l.....	Stokes
Blackmur.....	i. l.....	Carey
Baker.....	c.....	Crosman
Jennings (Capt.).....	i. r.....	Cary
Norris.....	o. r.....	Buzby

Goal—Harvard, Moffat. Referee—H. Williams. Linesmen—Burgess and Moon.

Pennsylvania, 3; Haverford, 1**Pennsylvania****Haverford**

J. L. Hopkins.....	g.....	Shipley
Webster.....	r. f. b.....	Gardiner
J. Hopkins.....	l. f. b.....	Moon
Mohr.....	r. h. b.....	Coleman
Hirst.....	c. h. b.....	Crosman
Moffly.....	l. h. b.....	Deweese
Barron.....	o. r.....	Stokes
Murphy.....	i. r.....	Cary
Frazier.....	c.....	Van Hollen
Thayer.....	i. l.....	J. Carey
De Gaudenzi.....	o. l.....	Buzby

Referee—T. Avid. Linesmen—Houston, Penn; Steere, Haverford. Halves—45 minutes.

Haverford, 3; Merion, 1**Haverford****Merion**

Gummere.....	g.....	Painter
Coleman.....	r. f. b.....	A. Lowry
G. Hallett.....	l. f. b.....	J. Crosman
Buzby.....	l. h. b.....	Sayer
Steere.....	c. h. b.....	W. Crosman
H. Hallett.....	r. h. b.....	Weston
Stokes.....	o. r.....	MacFadden
Cary.....	i. r.....	Mifflin
Van Hollen.....	c.....	Page
Weller.....	i. l.....	Marien
Buzby.....	o. l.....	Deacon

Goals for Haverford—Stokes, Cary and Van Hollen. Time of halves—35 minutes. Referee—Edwards.

Haverford, 8; Alumni, 0**Haverford****Alumni**

Shipley.....	g.....	Greene, '17
Moon.....	l. f. b.....	T. Elkinton, '14
Gardiner.....	r. f. b.....	A. Lowry, '06
Deweese.....	l. h. b.....	Monroe, '06
Steere.....	c. h. b.....	Pearson, '05
H. Hallett.....	r. h. b.....	Sharpless, '09
G. Buzby.....	o. l.....	Priestman, '05
Weller.....	i. l.....	Stokes, '14
Cary.....	c.....	C. Morris, '04
Taber.....	i. r.....	Smith, '12
Le Clercq.....	o. r.....	Clement, '17

Goals—Weller (2), Taber, Cary (4). Penalty Goal—Deweese. Referee—Rossmassler, '07. Linesmen—Weston and Tatum.

Haverford 2d, 1; Moorestown 2d, 0**Haverford 2d****Moorestown 2d**

Gummere.....	g.....	Stokes
Weston.....	l. f. b.....	Stiles
Morley.....	r. f. b.....	Maines
Shipley.....	l. h. b.....	Sharpless
Crosman.....	c. h. b.....	Lippincott
H. Hallett.....	r. h. b.....	Herr
Le Clercq.....	o. l.....	West
Weller.....	i. l.....	Cadbury
Nitobe.....	c.....	Fitzgerald
Taber.....	i. r.....	Sumner
Tatum.....	o. r.....	Satterthwaite

Goal—Taber. Substitutions—Ford for Herr, Snader for Shipley.
 Linesmen—Williams and Cook. Time of halves—40 minutes.
 Referee—Aird.

Haverford 2d, 2; Merion 2d, 1**Haverford 2d****Merion 2d**

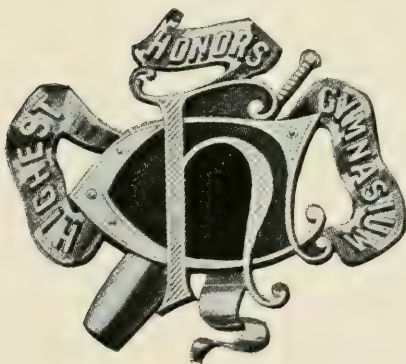
Shipley.....	g.....	Wendell
Moon.....	l. f. b.....	Murphy
Gardiner.....	r. f. b.....	Holloway
Weston.....	l. h. b.....	Crawford
Crosman.....	c. h. b.....	Dawson
Webb.....	r. h. b.....	Huckle
Le Clercq.....	o. l.....	W. H. Myers
Hallett.....	i. l.....	Smith
Nitobe.....	c.....	Marien
Lukens.....	i. r.....	Plumb
Tatum.....	o. r.....	A. C. Myers

Goals—Nitobe, Holloway (kicked into his own goal), Marien.
 Referee—Aird. Linesmen—Pharo and Thomas.

Haverford, 2; Yale 0

Haverford:—Shipley, g.; Moon l. f. b.; Gardiner, r. f. b.; Dewees, l. h. b.; M. Crosman, c. h. b.; Coleman, r. h. b.; Buzby, o. l.; Cary, o. l.; Van Hollen, c.; J. Carey, i. r.; Stokes, o. r.

Substitution—G. Hallett for Moon. Goals—Van Hollen, Cary.



Gymnasium Team, 1914-15

Manager

Y. NITOBÉ, '15

Assistant Managers

C. P. KNIGHT, JR., '16

E. F. LUKENS, JR., '16

Captain

K. P. A. TAYLOR, '15

Coach

EDWARD E. KRAUSS

Haverford College Gymnastic Team, 1914-15

K. P. A. TAYLOR, '15, *Captain*

E. M. BOWMAN, '15

J. STOKES, JR., '16

W. R. FARIES, '16

E. N. VOTAW, '15

A. G. GARRIGUES, '16

H. E. MCKINSTRY, '17

F. P. SHARPLESS, '16 (*Capt.-elect*)

L. VAN DAM, '17

J. M. CROSMAN, '18

H. H. ARNOLD, '18

Schedule

- Jan. 15. Triangular Exhibition, Haverford, Penn and Princeton.
- Feb. 13. Dual meet with Naval Academy, at Annapolis.
- Feb. 19. Interscholastic Meet.
- Feb. 26. Dual meet with Columbia, at home.
- Mar. 6. Dual meet with N. Y. U., at Atlantic City.
- Mar. 12. Dual meet with Penn, at home.

Letters and insignia in gym were awarded as follows:

"H" to K. P. A. Taylor and J. M. Crosman.

"HGT" to Faries, Sharpless, Bowman, Garrigues, Votaw, Stokes and McKinstry.



Gymnasium Team

Dual Gymnasium Contests

Penn, 32; Haverford, 22

HORIZONTAL BAR—First, Sutridge, Penn, 46; second, Taylor, Haverford, 38.5; third, Crosman, 37.1.

SIDE HORSE—First, Hagert, Penn, 45.5; second, Stokes, Haverford, 40.5; third, Knight, Penn, 37.

INDIAN CLUBS—First, Nutt, Penn, 26 (on scale of 30); second, Keffer, Penn, 24.9; third, Faries, Haverford, 24.

PARALLEL BARS—First, Taylor, Haverford, 47.5; second, Kirchner, Penn, 42.8; third, Van Dam, Haverford, 40.

FLYING RINGS—First, Rex, Penn, 48.5; second, Crosman, Haverford, 44.5; third, Bowman, Haverford, 40.

TUMBLING—First, Barker, Penn, 47.7; second, Sharpless, Haverford, 42.4; third, Garrigues, Haverford, 37.7.

Judges—Dr. H. L. Chadwick, Dr. W. B. Noble, B. Bishop.

Navy, 44; Haverford, 10

HORIZONTAL BAR—First, Hardison, Navy; second, Small, Navy; third, Svec, Navy.

INDIAN CLUBS—First, Faries, Haverford; second, Fallon, Navy; third, Arnold, Haverford.

PARALLEL BARS—First, Berwind, Navy; second, Landis, Navy; third, Taylor, Haverford.

FLYING RINGS—First, Councill, Navy; second, LaMotte, Navy; third, Bowman, Haverford.

SIDE HORSE—First, Armstrong, Navy; second, Benson, Navy; third, Stokes, Haverford.

TUMBLING—First, Lyle, Navy; second, Clark, Navy; third, Garrigues, Haverford.

Columbia, 17; Haverford, 37

HORIZONTAL BAR—First, M. Crosman, Haverford; second, Taylor, Haverford; third, Clark, Columbia.

SIDE HORSE—First, Hyman, Columbia; second, Clark, Columbia; third, Pape, Columbia.

INDIAN CLUBS—First, Higgins, Columbia; second, Faries, Haverford; third, Arnold, Haverford.

PARALLEL BARS—First, Taylor, Haverford; second, McKinstry, Haverford; third, Bowles, Columbia.

FLYING RINGS—First, M. Crosman, Haverford; second, Bowman, Haverford; third, Sharpless, Haverford.

TUMBLING—First, Sharpless, Haverford; second, Garrigues, Haverford; third, Clark, Columbia.

Judges—Dr. H. L. Chadwick, Friends Central School; Dr. W. B. Noble, Episcopal Academy; Dr. M. C. O'Brien, Central High School.

N. Y. U., 21; Haverford, 33

HORIZONTAL BAR—First, Yanosik, New York; second, Taylor, Haverford; third, Gilloon, New York.

SIDE HORSE—First, Votaw, Haverford; second, Knox, New York; third, Yanosik, New York.

PARALLEL BARS—First, Taylor, Haverford; second, Gilloon, New York; third, Saul, New York.

FLYING RINGS—First, tie between Bowman and Crosman, both of Haverford; third, Kopchovsky, New York.

TUMBLING—First, Ramirez de Arretaus, New York; second, Sharpless, Haverford; third, Garrigues, Haverford.

INDIAN CLUBS—First, Faries, Haverford; second, Arnold, Haverford; third, Simmons, New York.

Intercollegiate Gymnasium Contests

Meets	Haverford	Opponents
Annapolis.....	10	44
Columbia.....	37	17
New York University.....	33	21
Penn.....	22	32
Totals.....	102	114

INDIVIDUAL SCORES

Contestant	Points
K. P. Taylor, '15.....	25
J. M. Crosman, '18.....	18
W. R. Faries, '16.....	14
F. P. Sharpless, '16.....	12
E. M. Bowman, '15.....	9
A. Garrigues, '16.....	6
E. N. Votaw, '15.....	5
H. H. Arnold, '18.....	5
J. Stokes, Jr., '16.....	4
H. E. McKinstry, '17.....	3
L. Van Dam, '17.....	1
Totals.....	102

Qualification Grades to Substitute required Physical Training

The following standards have been adopted for qualification tests in the immediate future, subject to minor changes as may be necessary.

(Ten points and five points for full and partial performance.) (10)—(5)

	(SOPHOMORE)	(FRESHMAN)
FENCE VAULT (Regulation Rules)	5 ft. 6—(10) 5 ft. 3—(5)	5 ft. 3—(10) 5 ft. —(5)
RUNNING HIGH JUMP (Regulation Rules)	4 ft. 8—(10) 4 ft. 5—(5)	4 ft. 6—(10) 4 ft. 3—(5)
ROPE CLIMBING AND CHINNING	Sitting position, hand clinch only Full dist., (10); $\frac{3}{4}$ dist., (5)	Chinning bar (12) Chinning bar (8)
HORSE	Single leg cut, all around Double leg cut, all around, either side Feint and vault (10)—(5) on estimate	Single leg cut, right, all around Single leg left, all around Feint and vault (10)—(5) on estimate
PARALLEL BARS	Upper arm kip and swinging dip 15 times Each (5)—(5)	Straddle kip-up and 10 still dips (5)—(5)
SWINGING RINGS	Jump up, forward roll Short swing and back cut-off (10)—(5) estimate	3 pump swings Single leg cut, each side swinging (10)—(5) estimate
CIRCLING BAR	5 circles 2 circles (10)—(5)	3 circles 1 circle (10)—(5)
TUMBLING	Snap-up, head spring or hand spring Steady form and movement (10)—(5) estimate	Dive roll, turn and back roll up (4 ft. dist., 2 ft. height) (10)—(5) estimate
INDIAN CLUBS	8 movements— 5 movements Distinct movements performed well, no opposite repetitions (10)—(5)	5 movements— 3 movements (Same rule) (10)—(5)
SWIMMING	Twice around pool Three length pool Uniform stroke, no dog paddle (10)—(5)	Once around pool One length pool Uniform stroke, no dog paddle (10)—(5)



A CORNER OF THE GYMNASIUM

Interclass Meet, Two Divisions

April 9, 1915

REGULAR MEET

Sophs win Gym Meet

HORIZONTAL BAR—First, Bowman, '15.

SIDE HORSE—First, Garrigues, '16.

INDIAN CLUBS—First, M. Crosman, '18.

TUMBLING—M. Crosman, '18.

	'15	'16	'17	'18
Novice Meet.....	2	5	43	4
Regular Meet.....	19	18	4	13
	—	—	—	—
	21	23	47	17

WRESTLING—Schenck *vs.* Thorpe, draw; R. Moore over Van Dam; Taylor *vs.* Bowman, won by Bowman; Taylor *vs.* Bowman, Bowman retired.

BOXING—Faries *vs.* Crosman, draw; Buffum over Metcalfe; M. Crosman over Falconer; Johnson (Champlin) over Willard (Weikel).

TUG OF WAR—Won by Sophomores.

NOVICE MEET

Darlington, '17, was first in all-around contest, scoring 105.7 points.

HORIZONTAL BAR—First, Darlington, '17; second, Sangree, '17; third, Fitts, '18.

PARALLEL BARS—First, C. Van Dam, '17; second, Darlington, '17; third, Paxson, '17.

SIDE HORSE—First, Paxson, '17; second, Weston, '17; third, Sangree, '17.

INDIAN CLUBS—First, W. Allen, '16; second, E. Brown, '17; third Whitson, '17.

FLYING RINGS—First, Little, '17; second, Darlington, '17; third, Hallett, '15.

TUMBLING—First, Wilson, '17; second, Curtis, '18; third, Hallett, '15.

Interscholastic Meet

Committee

H. W. TAYLOR, *Chairman*

DR. J. A. BABBITT	W. T. KIRK
D. B. VAN HOLLEN	E. L. FARR
K. P. TAYLOR	E. R. MOON
P. C. HENDRICKS	J. J. KEOGH
N. B. COLEMAN	F. P. SHARPLESS
W. L. MARTWICK	C. FALCONER
G. H. HALLETT	J. W. GUMMERE
C. M. SANGREE	S. WAGNER, JR.
J. G. LOVE	W. HOWLAND
E. N. CROSMAN	U. J. MENGERT
T. HOOPES	J. CAREY, 3D
W. C. BRINTON	

Judges

DR. J. A. BABBITT, *Chairman*

DR. H. L. CHADWICK	DR. F. C. SHARPLESS
J. H. FINKELDAY	C. C. MORRIS
H. J. CADBURY	L. B. LATHEM
ED. WALLERSTEIN	A. L. BAILEY, JR.
W. H. HAINES	W. R. ROSSMAESSLER
T. K. BROWN	E. E. KRAUSS

Referee

ALEXANDER GRANT

Starter

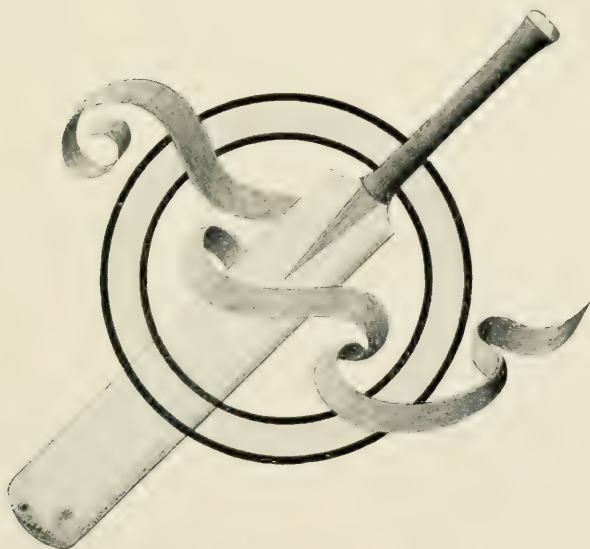
DR. S. C. PALMER

Timers

DR. FREDERIC PALMER	E. A. GREEN
L. H. RITTENHOUSE	W. J. CROMIE

Schools Participating

Lawrenceville School (Winner)	Lower Merion High School
De Lancey School	Moorestown Friends' Academy
Episcopal Academy	Newark Academy
Friends' Central School	Newman School
Friends' Select School	Radnor High School
Germantown Academy	St. Luke's School
Germantown Friends' School	Swarthmore Preparatory School
Haverford School	Westtown School



Cricket Department

Manager

K. P. A. TAYLOR, '15

Assistant Managers

W. T. KIRK, 3D, '16

F. P. SHARPLESS, '16

Captain

W. C. BRINTON, '15

Coach

GEORGE BENNETT

First Team

BRINTON (Capt.), '15
E. N. CROSMAN, '15
J. CAREY, '16
J. SHIPLEY, '16
J. ELLISON, '16
J. STOKES, '16
W. KIRK, '16
A. JOHNSON, '16
M. CROSMAN, '18
W. CROSMAN, '17
D. WENDELL, '16
N. B. COLEMAN, '15

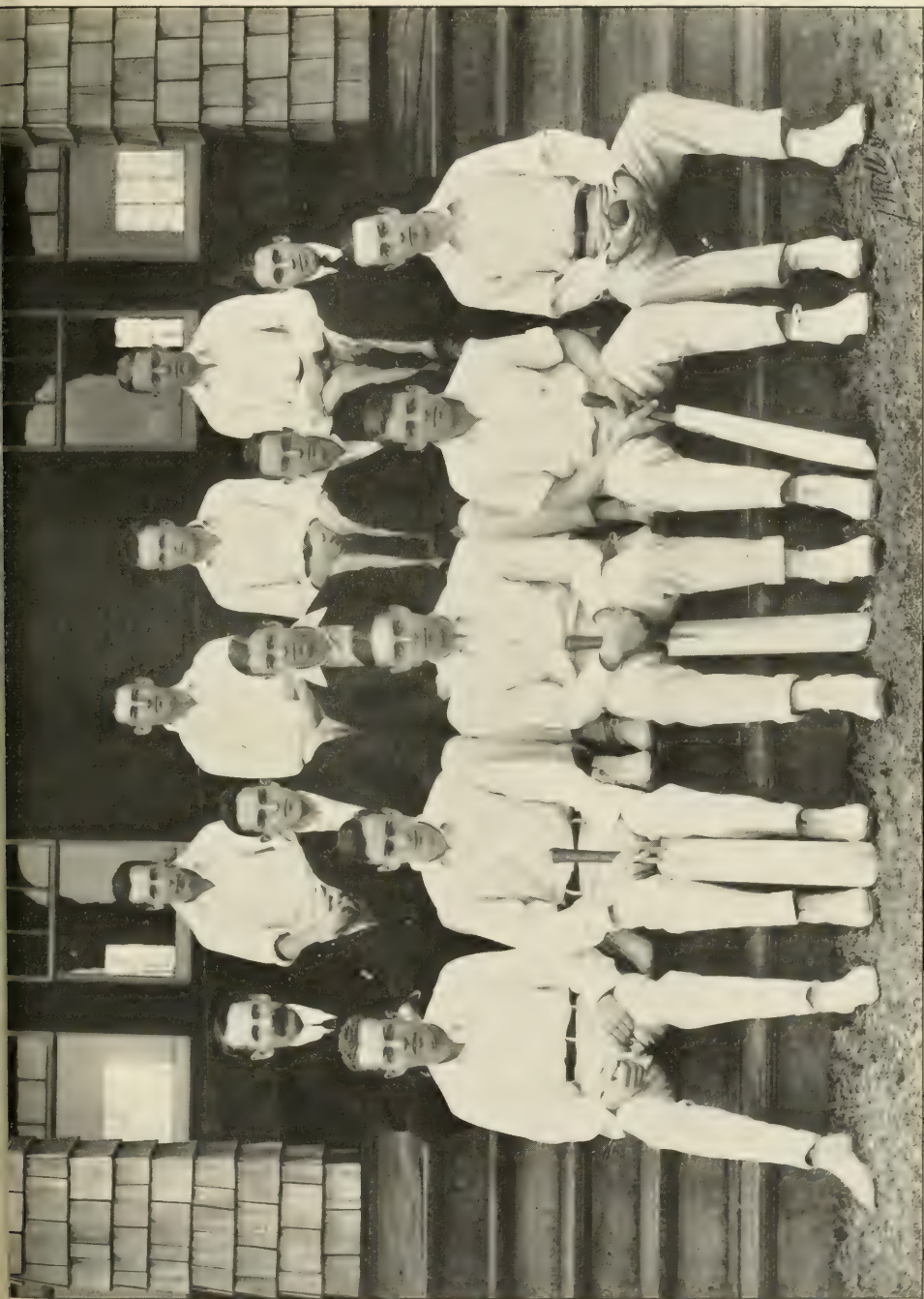
Second Team

G. C. CAREY (Capt.), '15
SHARPLESS, '16
M. SHIPLEY, '18
W. GARDINER, '17
KENDIG, '16
HOWLAND, '17
R. MOORE, '18
GARRIGUES, '16
WEIKEL, '15
NEVIN, '18
PORTER, '18

Third Team

MAXWELL (Capt.), '16
HOWSON, '15
HALLETT, '18
HILL, '18
DEWEES, '18
BELL, '18

TOMLINSON, '18
G. MOORE, '17
ALEXANDER, '18
KERBAUGH, '18
STIEFF, '18



CRICKET TEAM

Cricket Schedule, 1915

April 17—Frankford, at home.

April 24—Merion A, at Merion.

May 1—Philadelphia A, at St. Martins.

May 8—Germantown A, at Manheim.

May 14-15—Pennsylvania, at Merion.

May 20—All Scholastics, at home.

May 31—N. Y. Veterans, at home.

June 5—N. Y. Veterans, at New York.

June 11—Alumni, at home.

WEEK AFTER COMMENCEMENT

CRICKET SCHEDULE (All at home)

June 14—Haverford Rovers.

June 17—Philadelphia.

June 15—Merion.

June 18—Pilgrims.

June 16—Germantown.

June 19—Merion B.

Batting Averages Made on English Trip

C. C. Morris.....	31.40
W. Webb.....	27.12
E. N. Crosman.....	19.30
J. Carey.....	15.20
W. M. Crosman.....	14.18
C. Brinton.....	13.14
S. E. Stokes.....	10.53
H. Miller.....	9.93
J. K. Garrigues.....	9.36
D. C. Wendell.....	9.00
E. Rice.....	7.50
J. Stokes.....	4.25
W. T. Kirk.....	2.00
N. Coleman.....	1.00

Important Cricket Matches

Frankford, 201; Haverford, 55 (drawn)

Frankford

L. Dixon, b Stokes.....	4
J. Dixon, b Brinton.....	71
S. H. Hart, c Johnson, b Stokes.....	0
R. Waad, Jr., b Brinton.....	0
C. H. Winter, b Brinton.....	0
C. G. Cox, c Coleman, b Ellison.....	85
B. Saddington, b Brinton.....	26
W. W. Chamberlain, b Ellison.....	0
W. W. Foulkrod, b J. Carey.....	1
G. W. Henry, not out.....	1
H. M. Wilson, c J. Carey, b Ellison.....	1
Extras.....	12
Total.....	201

BOWLING ANALYSIS

	B.	M.	R.	W.
Brinton.....	99	1	68	+
J. Stokes.....	84	1	56	2
J. Carey.....	48	1	33	1
Ellison.....	18	0	15	3
M. Crosman.....	18	0	19	0

Haverford

E. N. Crosman, c and b Hart.....	10
J. Shipley, b Hart.....	0
J. Carey, c Saddington, b Hart.....	0
W. C. Brinton, not out.....	25
M. Crosman, not out.....	7
H. Johnson, W. T. Kirk, J. S. Ellison, J. Stokes, N. B. Coleman, G. C. Carey, did not bat.	
Extras.....	13
Total (3 wickets).....	55

BOWLING ANALYSIS

	B.	M.	R.	W.
R. Waad.....	42	0	22	0
S. H. Hart	36	1	20	3

Merion A, 71; Haverford, 56**Merion A**

W. M. R. Crosman, c Kirk, b Stokes.....	4
J. W. Evans, b Stokes.....	2
S. W. Mifflin, b Stokes.....	9
R. Vetterlein, l b w, b Brinton.....	4
Dr. Windsor, b Brinton.....	7
G. Bennett, not out.....	26
T. Pierpont, b Brinton.....	11
J. Le Clercq, c M. Crosman, b Stokes.....	2
H. P. Pierce, c Kirk, b Brinton.....	6
Extras.....	0
	—
Total.....	71

Haverford

E. N. Crosman, b R. Vetterlein.....	14
W. C. Brinton, c (sub) Wendell, b Pierce.....	0
J. Carey, c (sub) Wendell, b Pierce.....	5
M. Crosman, c Windsor, b Pierce.....	8
W. T. Kirk, b Pierce.....	0
A. Johnson, b Vetterlein.....	4
D. C. Wendell, c Evans, b Pierce	17
J. Shipley, l b w, b Pierce.....	0
J. Ellison, Jr., not out.....	3
J. Stokes, c (sub) M. Crosman, b Vetterlein.....	0
N. B. Coleman, b Vetterlein.....	1
Extras.....	4
	—
Total.....	56

BOWLING ANALYSIS

	B.	M.	W.	R.	Av.
J. Stokes.....	54	0	4	31	7.75
W. C. Brinton.....	54	0	4	40	10.
R. Vetterlein.....	55	3	4	43	10.30
H. Pierce.....	60	4	6	9	1.50

Philadelphia A, 88; Haverford, 130**Philadelphia A**

J. Dornan, c Coleman, b Carey.....	13
H. Cartwright, b Brinton.....	0
M. Duncan, b Carey.....	15
C. Wooley, c Wendell.....	27
A. G. Scattergood, b Carey.....	11
H. W. Middleton, Jr., c Coleman, b Carey.....	6
H. W. Middleton, Sr., b M. Crosman.....	10
H. W. Goodall, b J. Crosman.....	0
D. Dougherty, b J. Crosman.....	1
G. Dougherty, b Brinton.....	3
O. Middleton, not out.....	0
Leg Byes.....	2
Total.....	88

BOWLING ANALYSIS

	O.	M.	R.	W.	Av.
W. C. Brinton.....	11.2	0	33	2	16.50
J. Carey.....	14	4	31	5	6.20
J. M. Crosman.....	7	1	22	3	7.33



THE GYMNASIUM AND CHEMISTRY BUILDING

Haverford

E. N. Crosman, 1 b w, b H. W. Middleton, Sr.....	37
W. C. Brinton, b Duncan.....	39
J. Carey, c O. Middleton, b Duncan.....	10
J. M. Crosman, b Goodall.....	5
W. T. Kirk, c and b Duncan.....	1
J. Shipley, b H. W. Middleton, Sr.....	5
A. Johnson, b H. W. Middleton, Jr.....	10
D. C. Wendell, b H. W. Middleton, Sr.....	1
J. S. Ellison, did not bat.	
F. P. Sharpless, not out.....	8
N. B. Coleman, b Goodall.....	0
Byes.....	10
Leg byes.....	3
Wide.....	1
<hr/>	
Total.....	130

BOWLING ANALYSIS

	O.	M.	R.	W.	Av.
H. W. Goodall.....	10.3	1	35	2	17.50
H. R. Cartwright.....	4	0	33	0	.....
H. W. Middleton, Sr.....	11	1	22	3	7.33
H. W. Middleton, Jr.....	1	0	1	1	1.00
C. Wooley.....	2	1	5	0	.....
M. Duncan.....	12	2	19	3	6.33

Haverford, 125; Germantown A, 182**Haverford**

E. N. Crosman, b Mann.....	0
W. C. Brinton, b A. G. Priestman.....	43
J. Carey, b Mann.....	8
M. Crosman, st Stewart, b Mann.....	55
A. Johnson, c Anderson, b Mann.....	0
W. Kirk, b A. G. Priestman.....	6
J. Shipley, run out.....	1
F. Sharpless, b Mann.....	0
J. Ellison, b Mann.....	1
J. Stokes, not out.....	4
D. C. Wendell, run out.....	4
Extras.....	3
Totals.....	125

Germantown A

R. L. Pearson, c E. N. Crosman, b Stokes.....	20
H. S. Harned, c Wendell, b Stokes.....	5
W. P. Newhall, c Ellison, b Stokes.....	21
F. A. Greene, l b w, b M. Crosman.....	5
T. C. Jordan, c Kirk, b M. Crosman.....	12
N. P. O'Neil, b M. Crosman.....	8
E. M. Mann, retired.....	36
R. P. Anderson, c Brinton, b Ellison.....	33
J. R. Stewart, not out.....	22
C. F. Clothier, not out.....	16
A. G. Priestman, did not bat.	
Extras.....	4
Total.....	182

BOWLING ANALYSIS

	O.	M.	R.	W.	Av.
E. M. Mann.....	10	2	29	6	4.5
F. Greene.....	5	1	15	0	15
W. P. O'Neil.....	5	0	22	0	22
R. P. Anderson.....	3	0	14	0	14
W. P. Newhall.....	3	0	21	0	21
A. G. Priestman.....	5.1	1	18	2	9
J. Stokes.....	11	0	40	3	13.3
W. C. Brinton.....	8	0	39	0	39
M. Crosman.....	12	2	53	3	17.6
J. Carey.....	8	1	35	0	35
J. S. Ellison, Jr.....	2	0	7	1	7

University of Pennsylvania, 58; Haverford, 241

University of Pennsylvania

M. Duncan, c Kirk, b Stokes.....	3
H. F. Malabre, c Johnson, b Brinton.....	29
G. T. Hawley, c E. Crosman, b Stokes.....	9
A. Lee (Capt.), b Stokes.....	10
C. C. Gittens, b Stokes.....	4
W. R. Rodman, c Stokes, b Brinton.....	1
P. Lee, c J. Carey, b Stokes.....	1
J. B. Thayer, c Shipley, b J. M. Crosman.....	0
B. Townsend, b Stokes.....	0
C. R. Murphy, not out.....	0
W. W. Corkran, b J. M. Crosman.....	0
Extras.....	1
Total.....	58

BOWLING ANALYSIS

	B.	M.	R.	W.
J. Stokes.....	42	3	19	6
W. C. Brinton.....	36	1	38	2
J. M. Crosman.....	4	0	0	2

Haverford

E. N. Crosman, run out.....	14
W. C. Brinton (Capt.), b Duncan.....	3
J. Carey, 1 b w, b Thayer.....	18
J. M. Crosman, retired.....	105
A. Johnson, b Hawley.....	6
D. C. Wendell, c and b Duncan.....	43
W. T. Kirk, b Duncan.....	0
J. S. Ellison, Jr., Rodman, b Hawley.....	23
J. Shipley, not out.....	18
J. Stokes, Jr., Duncan, b Thayer.....	0
G. C. Carey, c Rodman, b Thayer.....	2
Extras.....	9
Total.....	241

BOWLING ANALYSIS

	B.	M.	R.	W.
A. Lee.....	48	1	29	0
M. Duncan.....	60	1	67	3
C. C. Gittens.....	36	0	40	0
J. B. Thayer.....	48	1	54	3
G. T. Hawley.....	33	0	42	2

Umpires—Bennett, Bishop.

Haverford 2d Team

J. SHIPLEY, '16	M. SHIPLEY, '18
A. JOHNSON, '16	C. KENDIG, '18
W. CROSMAN, '17	W. NEVIN, '18
W. KIRK, '16	W. GARDINER, '17
F. SHARPLESS, '16	R. MOORE, '18
G. C. CAREY, '15	PORTER, '18

University of Pennsylvania 2d, 122; Haverford 2d, 98**University of Pennsylvania 2d**

W. L. Clothier, c and b Sharpless	28
F. L. Sturridge, c Kendig, b Sharpless	1
G. T. Hawley, retired	47
W. W. Corkran, c Carey, b Sharpless	11
W. G. Mayberry, c Crosman, b Carey	9
W. A. Crane, c Kendig, b Johnson	7
E. N. Lane, not out	12
J. I. Hopkins, did not bat.	
C. C. Madeira, did not bat.	
H. S. McCleary, c Kendig, b Carey	0
H. M. Barba, b Johnson	0
L. M. Addis, did not bat.	
Extras	7
<hr/>	
Total	122

Haverford 2d

J. Shipley, b Hawley	9
A. Johnson, b Hawley	4
W. Crosman, b Lane	2
W. Kirk, c Crane, b Hawley	2
F. Sharpless, c and b Hawley	0
G. C. Carey, c Hopkins, b Hawley	10
M. Shipley, c Sturridge, b Hawley	4
C. Kendig, b Hawley	6
W. Nevin, b Hawley	17
W. Gardiner, b Hawley	5
R. Moore, b Hawley	6
Porter, not out	7
Extras	26
<hr/>	
Total	98

Haverford 3d Team

KENDIG, '18	HILL, '17
PORTER, '18	TOMLINSON, '18
HOWLAND, '17	L. VAN DAM, '17
M. SHIPLEY, '18	DEWEES, '18
R. MOORE, '18	H. HALLETT, '15
MAXWELL, '16	

North East Manual, 13; Haverford 3d, 15**North East Manual**

H. W. Middleton, Jr., c Moore, b R. Moore.....	2
C. Woolley, c Maxwell, b Moore.....	0
W. Glose, b M. Shipley.....	1
B. Wheeler, b R. Moore.....	5
G. Kingeter, b R. M. Shipley.....	2
M. Chew, b M. Shipley.....	1
S. Paul, c Hill, b R. Moore.....	0
R. Lynch, st Howland, M. Shipley.....	0
F. Laurent, b M. Shipley.....	0
H. Eckels, not out.....	0
E. Webb, c Porter, R. Moore.....	0
Extras.....	2
Total.....	13

Haverford 3d**FIRST INNINGS**

Kendig, b Woolley.....	2
Porter, b Middleton.....	0
Howland, b Woolley.....	4
M. Shipley, b Woolley.....	2
R. Moore, b Middleton.....	1
Maxwell, c Glose, Woolley.....	0
Hill, c Glose, Middleton.....	5
Tomlinson, b Woolley.....	0
L. Van Dam, b Woolley.....	0
Deweese, not out.....	1
H. Hallett, b Woolley.....	0
Extras.....	0
Total.....	15



THE UPPER DRIVEWAY AND LLOYD HALL

SECOND INNINGS

W. Crosman, c Hallett, b M. Crosman.....	15
Clement, b M. Crosman.....	2
Sangree, c and b R. Moore.....	2
Van Dam, not out.....	32
G. Moore, run out.....	0
Gibson, b M. Crosman.....	0
E. Price, b M. Crosman.....	0
Strawbridge, c Nevin, b R. Moore.....	0
Chandler, run out.....	4
Extras.....	6
Total.....	59

Haines Prize Fielding Belt

<i>Year</i>	<i>Name</i>	<i>Class</i>	<i>Year</i>	<i>Name</i>	<i>Class</i>
1876—C. S. CROSMAN....	'78		1896—A. G. SCATTERGOOD..	'98	
1877—A. L. BAILY.....	'78		1897—A. G. SCATTERGOOD..	'98	
1878—J. E. SHEPPARD....	'79		1898—A. G. SCATTERGOOD..	'98	
1879—A. P. CORBITT....	'80		1899—W. S. HINCHMAN....	1900	
1880—W. F. PRICE.....	'81		1900—W. V. DENNIS.....	1902	
1881—B. V. THOMAS.....	'83		1901—C. C. MORRIS.....	1904	
1882—S. B. SHOEMAKER..	'83		1902—A. C. WOOD, JR....	1902	
1883—W. L. BAILY.....	'83		1903—J. B. DRINKER.....	1903	
1884—W. S. HILLES.....	'85		1904—H. H. MORRIS.....	1904	
1885—W. F. PRICE.....	'81		1905—A. T. LOWRY.....	1906	
1886—J. W. SHARP, JR...'	'88		1906—H.W.DOUGHTEN, JR..	1906	
1887—H. P. BAILY.....	'90		1907—J. P. MAGILL.....	1907	
1888—C. H. BURR, JR...'	'89		1908—E. A. EDWARDS.....	1908	
1889—J. S. STOKES.....	'86		1909—H. A. FURNESS.....	1910	
1890—J. W. MUIR.....	'90		1910—H. A. FURNESS.....	1910	
1891—G. THOMAS, 3D....	'91		1911—H. M. THOMAS, JR..	1912	
1892—S. W. MORRIS.....	'94		1912—H. W. SECKLE.....	1914	
1893—W. W. SUPPLEE....	'95		1913—S. E. STOKES.....	1914	
1894—F. P. RISTINE.....	'94		1914—H. S. MILLER.....	1914	
1895—J. H. SCATTERGOOD.	'96				

Cope Prize Bat

<i>Year</i>	<i>Name</i>	<i>Class</i>	<i>Average</i>
1877—	E. T. COMFORT.....	'78.....	18.83
1878—	E. T. COMFORT.....	'78.....	10.03
1879—	SAMUEL MASON.....	'80.....	14.
1880—	SAMUEL MASON.....	'80.....	17.57
1881—	T. N. WINSLOW.....	'81.....	12.5
1882—	G. B. SHOEMAKER.....	'83.....	9.6
1883—	W. F. PRICE.....	'81.....	11.88
1884—	SAMUEL BETTLE.....	'85.....	17.25
1885—	SAMUEL BETTLE.....	'85.....	23.
1886—	G. S. PATTERSON.....	'88.....	32.8
1887—	A. G. GARRETT.....	'87.....	35.66
1888—	T. E. HILLES.....	'88.....	9.6
1889—	R. L. MARTIN.....	'92.....	13.
1890—	C. H. BURR, JR.....	'89.....	19.14
1891—	J. W. MUIR.....	'92.....	38.5
1892—	J. W. MUIR.....	'92.....	26.25
1893—	J. A. LESTER.....	'96.....	100.5
1894—	J. A. LESTER.....	'96.....	62.2
1895—	J. A. LESTER.....	'96.....	49.83
1896—	J. A. LESTER.....	'96.....	41.1
1897—	C. G. TATNALL.....	'97.....	9.85
1898—	T. WISTAR.....	'98.....	21.75
1899—	F. C. SHARPLESS.....	1900.....	26.
1900—	F. C. SHARPLESS.....	1900.....	37.
1901—	C. C. MORRIS.....	1904.....	21.89
1902—	C. C. MORRIS.....	1904.....	35.29
1903—	C. C. MORRIS.....	1904.....	50.56
1904—	W. P. BONBRIGHT.....	1904.....	31.29
1905—	R. L. PEARSON.....	1905.....	37.
1906—	A. T. LOWRY.....	1905.....	25.8
1907—	A. W. HUTTON.....	1910.....	31.6
1908—	A. W. HUTTON.....	1910.....	19.5
1909—	H. A. FURNESS.....	1910.....	47.4
1910—	H. A. FURNESS.....	1910.....	66.
1911—	H. G. TAYLOR, JR.....	1911.....	28.33
1912—	L. V. THOMAS.....	1914.....	21.3
1913—	S. E. STOKES.....	1914.....	24.55
1914—	S. E. STOKES.....	1914.....	

Congdon Prize Ball

<i>Year</i>	<i>Name</i>	<i>Class</i>	<i>Average</i>
1877—	J. M. W. THOMAS.....	'78.....	1.11
1878—	E. T. COMFORT.....	'78.....	6.47
1879—	W. C. LOWRY.....	'79.....	5.81
1880—	B. V. THOMAS.....	'83.....	5.78
1881—	W. L. BAILY.....	'83.....	5.31
1882—	A. C. CRAIG.....	'84.....	4.30
1883—	W. L. BAILY.....	'83.....	8.00
1885—	W. F. HILLES.....	'85.....	4.50
1886—	A. C. GARRETT.....	'87.....	8.25
1887—	J. W. SHARP, JR.....	'88.....	7.86
1888—	H. P. BAILY.....	'90.....	5.47
1889—	H. P. BAILY.....	'90.....	5.86
1890—	H. P. BAILY.....	'90.....	6.50
1891—	D. H. BLAIR.....	'91.....	17.50
1892—	JOHN ROBERTS.....	'93.....	7.33
1893—	JOHN ROBERTS.....	'93.....	7.90
1894—	A. P. MORRIS.....	'95.....	5.97
1895—	A. P. MORRIS.....	'95.....	6.46
1896—	J. A. LESTER.....	'96.....	6.19
1897—	R. S. WENDELL.....	1900.....	8.25
1898—	L. W. DEMOTTE.....	1901.....	5.22
1899—	W. S. HINCHMAN.....	1900.....	9.40
1900—	L. W. DEMOTTE.....	1901.....	6.00
1901—	L. W. DEMOTTE.....	1901.....	8.13
1902—	N. A. SCOTT.....	1902.....	10.92
1903—	H. PLEASANTS, JR.....	1906.....	7.49
1904—	F. D. GODLEY.....	1907.....	4.83
1905—	H. PLEASANTS, JR.....	1906.....	7.47
1906—	F. D. GODLEY.....	1907.....	8.47
1907—	J. B. CLEMENT, JR.....	1908.....	8.2
1908—	J. C. THOMAS.....	1908.....	7.46
1909—	H. HOWSON.....	1912.....	8.66
1910—	L. R. THOMAS.....	1913.....	7.1
1911—	W. D. HARTSHORNE, JR.....	1911.....	9.42
1912—	J. K. GARRIGUES.....	1914.....	10.45
1913—	W. C. BRINTON.....	1915.....	12.2
1914—	W. C. BRINTON.....	1915.....	

Track Department, 1915

Manager

E. L. FARR, JR., '15

Assistant Managers

H. Q. YORK '16

P. A. HUNTER, '16

Captain

G. H. HALLETT, JR., '15

Coach

J. J. KEOGH

Track Team, 1915

G. H. HALLETT, JR., '15, *Captain*

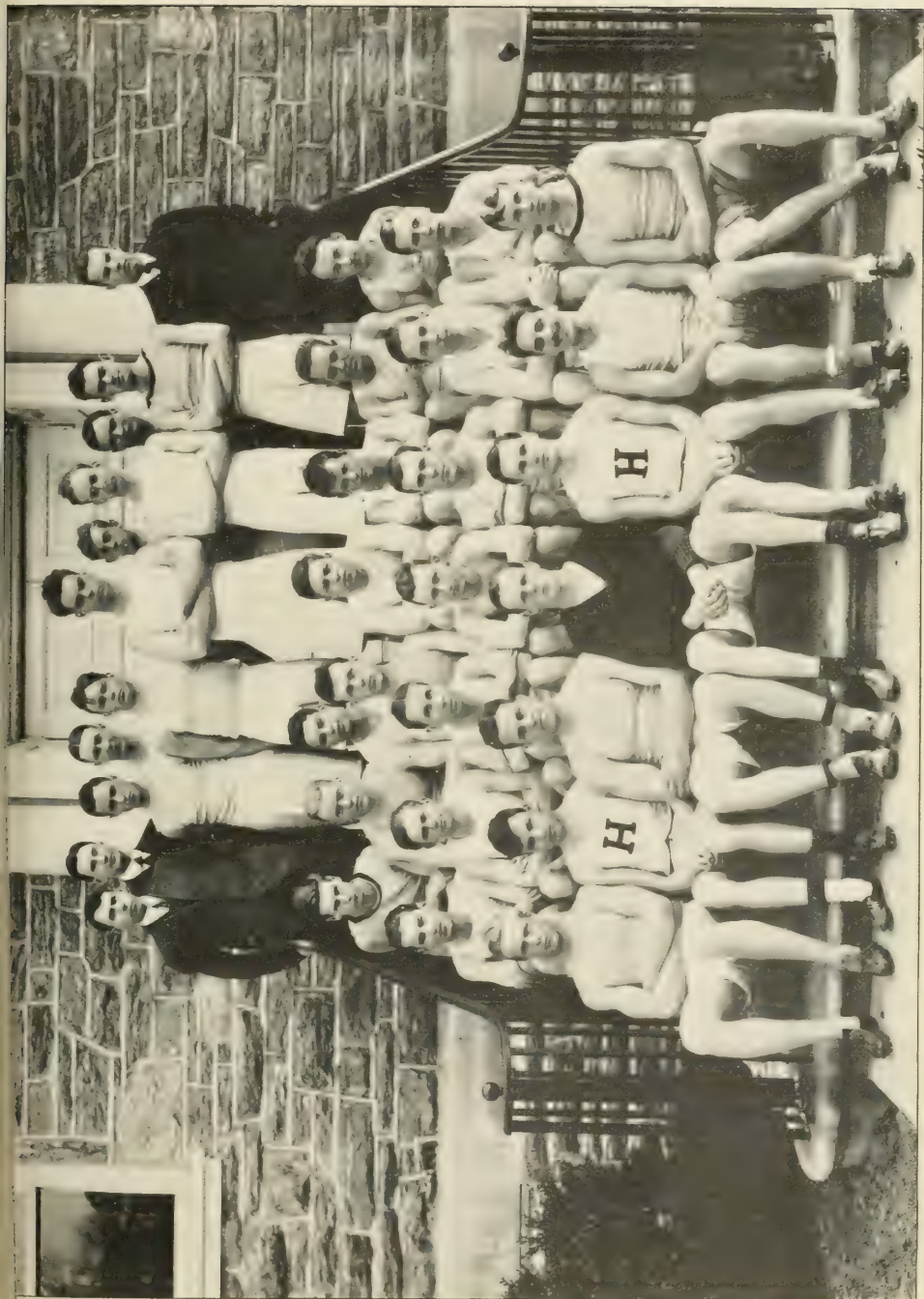
W. L. MARTWICK, '16 (<i>Capt.-elect</i>)	J. A. HISEY, JR., '18
W. M. BRAY, '16	J. M. CROSMAN, '18
P. A. HUNTER, '16	L. K. KEAY, '18
E. T. PRICE, '17	N. GILMOUR, '18
E. L. BROWN, '17	J. H. PAINTER, '18
D. C. CLEMENT, '17	L. E. HARTMAN, '18
H. E. KNOWLTON, '16	L. C. O. LUSSEN, '18
E. R. MOON, '16	L. M. RAMSEY, '17
L. VAN DAM, '17	E. SHAFFER, '15
E. N. VOTAW, '15	J. W. SHARP, 3D, '18
W. A. HOFFMAN, '18	G. W. LOVELL, '18

Awards of Track H

W. L. MARTWICK	H. E. KNOWLTON
W. M. BRAY	E. T. PRICE
G. H. HALLETT	E. L. BROWN
P. A. HUNTER	D. C. CLEMENT

J. A. HISEY, JR.

Numerals to E. R. MOON



TOUR TEAM

New York University and Muhlenberg Meet

N. Y. U., 50; Haverford, 54

- 100-YARD DASH—First, Crowther, N. Y. U.; second, Bray, Haverford. Time, 10 3-5 sec.
- 220-YARD DASH—First, Crowther, N. Y. U.; second, Bray, Haverford. Time, 23 3-5 sec.
- 440-YARD DASH—First, Bray, Haverford; second, Lent, N. Y. U. Time, 52 1-5 sec.
- 880-YARD RUN—First, Lent, N. Y. U.; second, Price, Haverford. Time, 2 min. 4 2-5 sec.
- ONE MILE RUN—First, Price, Haverford; second, Raloosin, N. Y. U. Time, 4 min. 46 sec.
- TWO MILE RUN—First, Houghton, N. Y. U.; second, Clement, Haverford. Time, 10 min. 28 sec.
- 120-YARD HIGH HURDLES—First, Martwick, Haverford; second, S. Many, N. Y. U. Time, 17 1-5 sec.
- 220-YARD LOW HURDLES—First, W. Many, N. Y. U.; second, Martwick, Haverford. Time, 27 3-5 sec.
- POLE VAULT—First, Hunter, Haverford; second, McGowan, N. Y. U. Height, 10 ft.
- RUNNING HIGH JUMP—Tie between Hallett and Hisey of Haverford. Height, 5 ft. 6 in.
- SHOT PUT—First, Schaefer, N. Y. U.; second, Farber, N. Y. U. Distance, 38 ft. 1 in.
- HAMMER THROW—First, Knowlton, Haverford; second, Ramsey, Haverford. Distance, 104 ft. 7 1-2 in.
- RUNNING BROAD JUMP—First, S. Many, N. Y. U.; second, Hisey, Haverford. Distance, 21 ft. 1 1-2 in.

Muhlenberg, 32; Haverford, 72

- 100-YARD DASH—First, Martwick, Haverford; second, Steele, Muhlenberg. Time, 10 3-5 sec.
- 220-YARD DASH—First, Brown, Haverford; second, Bray, Haverford. Time, 23 1-5 sec.
- 440-YARD DASH—First, Bray, Haverford; second, Steele, Muhlenberg. Time, 53 sec.
- 880-YARD RUN—First, Price, Haverford; second, Laury, Muhlenberg. Time, 2 min. 9 sec.
- ONE MILE RUN—First, Price, Haverford; second, Fitzgerald, Muhlenberg. Time, 4 min. 56 sec.
- TWO MILE RUN—First, Clement, Haverford; second, Reiter, Muhlenberg. Time, 10 min. 48 2-5 sec.
- 120-YARD HIGH HURDLES—First, Martwick, Haverford; second, Miller, Muhlenberg. Time, 17 1-5 sec.
- 220-YARD LOW HURDLES—First, Martwick, Haverford; second, Miller, Muhlenberg. Time, 25 1-5 sec.
- SHOT PUT—First, Moon, Haverford; second, Brubaker, Muhlenberg. Distance, 34 ft. 11 3-4 in.
- HAMMER THROW—First, Reisner, Muhlenberg, 110 ft. 7 in.; second, Knowlton, Haverford, 107 ft. 3 in.
- HIGH JUMP—First, Hallett, Haverford, 5 ft. 9 in.; second, Hisey, Haverford, 5 ft. 6 in.
- BROAD JUMP—First, Hisey, Haverford, 19 ft. 11 in.; second, Van Dam, Haverford, 18 ft. 6 3-4 in.
- POLE VAULT—First, Hunter, Haverford; second, Brubaker, Muhlenberg. Height, 10 ft. 8 3-4 in.

Relay Carnival, Franklin Field**Haverford College Relay Team**

W. M. BRAY, '16 (Capt.)
W. L. MARTWICK, '16

E. T. PRICE, '17
E. L. BROWN, '17

Hisey, '18, and Hallett, '15, entered in the high jump, Hisey in the broad jump and Hunter, '16, in the pole vault. The Relay team finished fourth and Hallett sixth.



CONKLIN MEMORIAL GATEWAY

Middle States Track Meet

Rutgers Wins Meet -Haverford Ties for Fifth Place

- 100-YARD DASH—First semi-finals: first, Blackwell, Swarthmore; second, Bawles, Rutgers. Second semi-finals: first, Bostock, Gettysburg; second, Ingram, Dickinson. Finals: first, Bostock, Gettysburg; second, Bawles, Rutgers; third, Ingram, Dickinson; fourth, Blackwell, Swarthmore. Time, 10 1-5 sec. New record, beating Sykes's time of 10 3-5 sec. made in 1913.
- 220-YARD DASH—First semi-finals: first, Michael, F. and M.; second, Ingram, Dickinson; third, Reed, Rutgers. Second semi-finals: first, Bostock, Gettysburg; second, Crother, N. Y. U.; third, Morrissey, Lehigh. Finals: first, Bostock, Gettysburg; second, Ingram, Dickinson; third, Michael, F. and M.; fourth, Morrissey, Lehigh. Time, 21 3-5 sec. New mark, beating Sykes's time of 23 4-5 sec. made in 1913.
- 440-YARD DASH—First, Hanway, Lehigh; second, Yates, Dickinson; third, Bechtel, Lafayette; fourth, Coleman, Rutgers. Time, 51 4-5 sec.
- 880-YARD DASH—First, Burke, Lehigh; second, Wettyen, Rutgers; third, Lent, N. Y. U.; fourth, Hanway, Lehigh. Time, 1 min. 59 1-5 sec. New mark, beating Lent's mark of 2 min. 1 3-5 sec. made in 1914.
- ONE MILE RUN—First, McGrath, Lehigh; second, Maule, Swarthmore; third, Kleinspehn, Lafayette; fourth, Eichelberger, Lebanon Valley. Time, 4 min. 32 3-5 sec. New record, beating Huber's time of 4 min. 33 3-5 sec. made in 1914.
- TWO MILE RUN—First, Flood, Dickinson; second, Coxe, F. and M.; third, Houghton, N. Y. U.; fourth, Clement, Haverford. Time, 10 min. 17 1-5 sec. New record, beating Meershon's time of 10 min. 18 3-5 sec. made in 1914.

- 120-YARD HIGH HURDLES—First, Gowdy, Swarthmore; second, Segur, Rutgers; third, Maxwell, Lafayette; fourth, Martwick, Haverford. Time, 16 sec. flat. Gowdy beat his record of 16 2-5 sec. made in 1913.
- 220-YARD LOW HURDLES—First, Maxwell, Lafayette; second, Martwick, Haverford; third, Gowdy, Swarthmore; fourth, Brown, Haverford. Time, 25 1-5 sec. New record, beating time of 26 3-5 sec. made by Gowdy in 1913.
- RUNNING HIGH JUMP—First, tie between Hallett and Hisey, both of Haverford; third, Paulson, Lafayette; fourth, Butler, Rutgers. Height, 5 ft. 8 in.
- RUNNING BROAD JUMP—First, Bostock, Gettysburg, 21 ft. 6 1-8 in.; second, Campbell, Rutgers, 20 ft. 5 1-2 in.; third, S. Many, N. Y. U., 20 ft. 2 1-4 in.; fourth, Evans, Lafayette, 20 ft. 2 in.
- POLE VAULT—First, Reich, W. and J., 10 ft. 10 in.; second, tie between Smith of Swarthmore, Good of Lehigh, and Hunter of Haverford, all jumping 10 ft. 6 in.
- SHOT PUT—First, Maxfield, Lafayette, 45 ft. 1 in.; second, Talman, Rutgers, 41 ft. 3 in.; third, Von Bereghy, Lebanon Valley, 40 ft. 9 1-2 in.; fourth, Sheffer, Gettysburg, 40 ft. 8 in.; New record, beating Von Bereghy's mark of 43 ft. 9 in. made in 1914.
- HAMMER THROW—First, Hunter, Swarthmore, 127 ft. 4 in.; second, Von Bereghy, Lebanon Valley, 125 ft. 6 in.; third, Young, W. and J., 122 ft. 6 in.; fourth, Maxfield, Lafayette, 121 ft. 11 in.
- DISCUS THROW—First, Talman, Rutgers, 130 ft. 5 in.; second, Nash, Rutgers, 126 ft. 11 1-2 in.; third, Maxfield, Lafayette, 125 ft. 4 in.; fourth, Grumbach, Lehigh, 117 ft. 5 1-2 in. New record, beating the mark of 120 ft. 8 in. made by Talman in 1914.
- TEAM TOTALS—Rutgers 25, Lafayette 22, Lehigh 20, Swarthmore 18, Haverford 16, Gettysburg 16, Dickinson 13, Washington and Jefferson 7, Lebanon Valley 6, Franklin and Marshall 5, New York University 5, Stevens 0.

SNAPSHOTS ON TWO OF THE FOUR ATHLETIC FIELDS



CRICKET PAVILION

Swarthmore Track Meet

Swarthmore, 55; Haverford, 49

- 100-YARD DASH—First, Martwick, Haverford; second, Smith, Swarthmore. Time, 10 4-5 sec.
- 220-YARD DASH—Tie between Pohlig, Swarthmore, and Bray, Haverford. Points split. Time, 23 4-5 sec.
- 880-YARD DASH—First, Bonner, Swarthmore; second, Maule, Swarthmore. Time, 2 min. 8 1-5 sec.
- 440-YARD DASH—First, Bray, Haverford; second, Brinton, Swarthmore. Time, 52 4-5 sec.
- HAMMER THROW—First, Hunter, Swarthmore; second, Knowlton, Haverford. Distance, 132 ft.
- 220-YARD HURDLES—First, Gowdy, Swarthmore; second, Brown, Haverford. Time, 26 4-5 sec.
- TWO MILE RUN—First, Clement, Haverford; second, Zerega, Swarthmore. Time, 10 min. 19 4-5 sec.
- 120-YARD HURDLES—First, Gowdy, Swarthmore; second, Martwick, Haverford. Time, 16 1-5 sec.
- ONE MILE RUN—First, Price, Haverford; second, Maule, Swarthmore. Time, 4 min. 47 sec.
- HIGH JUMP—First, G. Hallett, Haverford; second, Carswell, Swarthmore. Height, 5 ft. 9 1-4 in.
- SHOT PUT—First, Hunter, Swarthmore; second, Moon, Haverford. Distance, 36 ft. 1-4 in.
- BROAD JUMP—First, Pohlig, Swarthmore; second, G. Hallett, Haverford. Distance, 19 ft. 10 1-2 in.
- POLE VAULT—First, Hunter, Haverford; second, Olin, Swarthmore. Height, 10 ft. 9 in.

Interclass Track Meet

100-YARD DASH—First heat: First, Bray, '16; second, Brown, '17; third, Crosman, '18. Second heat: First, Carey, '16; second, Thorpe, '18; third, Deacon, '18. Finals: First, Bray, '16; second, Brown, '17; third, Carey, '16.

ONE MILE RUN—First, tie between Clement and Price, '17; third, Dunn, '15.

HIGH HURDLES—First, Martwick, '16; second, Hisey, '18; third, Nevin, '18.

440-YARD DASH—First, Bray, '16; second, Shaffer, '15; third, Hall, '17.

TWO MILE RUN—First, Clement, '17; second, Morley, '15; third, Shaffer, '15.

LOW HURDLES—First, Brown, '17; second, Martwick, '16; third, Nevin, '18.

HAMMER THROW—First, Knowlton, '16; second, Ramsey, '17; third, Moon, '16.

SHOT PUT—First, Moon, '16; second, Hoffman, '18; third, Ramsey, '17.

880-YARD DASH—First, Price, '17; second, Lovell, '18; third, Corson, '16.

RUNNING HIGH JUMP—First, Hallett, '15; second, Hisey, '18; third, tie between Fitts, '18, and Hunter, '16.

220-YARD DASH—First, Bray, '16; second, Brown, '17; third, Votaw, '15.

RUNNING BROAD JUMP—First, Hallett, '15; second, Hisey, '18; third, Van Dam, '17.

POLE VAULT—First, W. Crosman, '17; second, Hunter, '16; third, J. M. Crosman, '18.

Final Score—Sophomores, 40; Seniors, 19; Juniors, 39½; Freshmen, 18½.

THE LIBRARY

STACK ROOM AND
WESTERN WING

EASTERN FRONT



Soph-Fresh Track Meet

Sophs Defeat Rivals 63 to 41

100-YARD DASH—First, Crosman, '18; second, E. Brown, '17.
Time, 11 2-5 sec.

220-YARD DASH—First, E. Brown, '17; second, Crosman, '18.
Time, 26 1-5 sec.

440-YARD DASH—First, Price, '17; second, Sharp, '18. Time,
58 4-5 sec.

880-YARD DASH—First, Price, '17; second, Sharp, '18. Time, 2
min. 19 2-5 sec.

ONE MILE RUN—First, Clement, '17; second, Price, '17. Time,
5 min. 32 sec.

120-YARD HURDLES—First, Hisey, '18; second, E. Brown, '17.
Time, 19 sec.

220-YARD HURDLES—First, E. Brown, '17; second, Hisey, '18.
Time, 29 3-5 sec.

POLE VAULT—First, Crosman, '17; second, Gilmour, '18. Height,
9 ft.

HIGH JUMP—First, Hisey, '18; second, Tatum, '18. Height, 5 ft.
1-8 in.

BROAD JUMP—First, Crosman, '18; second, Whitson, '17. Dis-
tance, 18 ft.

DISCUS THROW—First, Darlington, '17; second, Price, '17. Dis-
tance, 85 ft. 8 in.

SHOT PUT—First, Ramsey, '17; second, Sharp, '18. Distance,
28.8 ft.

Final Score—Sophomores, 63; Freshmen, 41.

The Walton Prize Cup

Presented by Mr. Ernest F. Walton, of the Class of 1890, for the encouragement of individual athletic work, and to be awarded annually to the student who wins the highest total of points in athletic competition during the college year, and subject to the following conditions:

1. The athletic events accepted shall be those of the annual interclass athletic meeting, the sophomore-freshman athletic sports, the Pennsylvania relay carnival, the annual Princeton handicap games, and the I. C. A. A. A. A. meeting. Additional events may be accepted at the discretion of the committee of award. (Dual college meets now included.)

2. Points shall count as follows:

INTERCLASS ATHLETIC MEETING—Five, three and one for first, second and third places.

SOPHOMORE-FRESHMAN SPORTS—Three, two and one for first, second and third places.

DUAL COLLEGE MEETS—Five, three and one for first, second and third places, respectively.

PENNSYLVANIA RELAY CARNIVAL—Five, three and one points for each member of the team winning first or second place. Fifteen, nine and three for places in the special events.

M. S. I. C. C.—Fifteen, nine, six and three for first, second, third and fourth places.

PRINCETON HANDICAP MEETING—Ten, six and two for first, second and third places.

I. C. A. A. A. A. MEETING—Twenty-five, twenty, fifteen, ten and five points for first, second, third, fourth and fifth places, respectively.

3. The athletic sub-committee of the general advisory athletic committee of the alumni and students shall constitute the committee of award.

4. The winner of the Cup shall hold the same for one year and his name with total points won shall be inscribed upon it.

5. The Cup shall be returned to the athletic director immediately after the Intercollegiate Meeting (I. C. A. A. A. A.), and shall be re-awarded within the two weeks following the same meeting.

6. The conditions above outlined may be modified at the unanimous wish of the joint student and alumni committee, with the consent of the donor.

Holders of the Walton Prize Cup

1901—J. W. REEDER.....	1902.....	23
1902—J. W. REEDER.....	1902.....	53½
1903—T. K. BROWN, JR.....	1906.....	42
1904—T. K. BROWN, JR.....	1906.....	45
1905—T. K. BROWN, JR.....	1906.....	58½
1906—T. K. BROWN, JR.....	1906.....	77
1907—WALTER PALMER.....	1910.....	62
1908—WALTER PALMER.....	1910.....	66
1909—G. S. BARD.....	1909.....	55½
1910—WALTER PALMER.....	1910.....	60
1911—F. M. FROELICHER.....	1913.....	67½
1912—F. M. FROELICHER.....	1913.....	66½
1913—F. M. FROELICHER.....	1913.....	66½
1914—E. M. JONES.....	1914.....	73
1915—W. L. MARTWICK.....	1916.....	51

College Athletic Records

<i>Event.</i>	<i>Time or Distance.</i>	<i>Made by</i>	<i>Date.</i>
100-Yard Dash.....	10 sec.....	E. M. Jones, '14.....	1914
220-Yard Dash.....	22 1-5 sec.....	E. M. Jones, '14.....	1914
440-Yard Dash.....	50 1-5 sec.....	W. Palmer, '10.....	1910
Half Mile Run... 2 m. 3 4-5 sec.....		E. C. Tatnall, '07.....	1905
One Mile Run... 4 min. 35 sec.....		P. J. Baker, '10.....	1907
Two Mile Run. 10 min. 19½ sec.....		D. Clement, '17.....	1915
High Hurdles.....	15 4-5 sec.....	T. K. Brown, Jr., '06....	1905
Low Hurdles.....	25 1-5 sec.....	W. L. Martwick, '16....	1915
Broad Jump.....	21 ft. 8 in....	F. M. Froelicher, '13....	1912
High Jump.....	6 ft. 1 in....	E. B. Conklin, '99.....	1899
Shot Put.....	41 ft. 8 1-2 in....	F. M. Froelicher, '13....	1912
Hammer Throw... 123 ft. 6 in....		H. W. Jones, '05.....	1905
Discus Throw.....	101 ft. 5 in....	C. W. Edgerton, '14....	1913
Pole Vault.....	10 ft. 10 in....	O. M. Porter, '13.....	1913

Tennis Department

Manager

S. WAGNER, JR., '15

Assistant Managers

W. T. HANNUM, '16

W. L. MARTWICK, '16

Captain

WILMAR M. ALLEN, '16

Team

WILMAR M. ALLEN, '16 (Capt.)

H. S. WELLER, '17

G. H. HALLETT, JR., '15

W. J. WRIGHT, '18

J. CAREY, 3D, '16

M. H. WEIKEL, '15

Schedule—1915

Wednesday, May 5—Penn, at home.

Friday, May 7—Johns Hopkins, at home.

Tuesday, May 11—Swarthmore, away.

Wednesday, May 12—Lehigh, away.

Saturday, May 15—Lafayette, at home.

Wednesday, May 19—Michigan, at home.

Intercollegiate Tennis Matches

Swarthmore, 1; Haverford, 5

Carey defeated Schidle, 6-4, 1-6, 9-7.

Taylor defeated Allen, 6-2, 6-1.

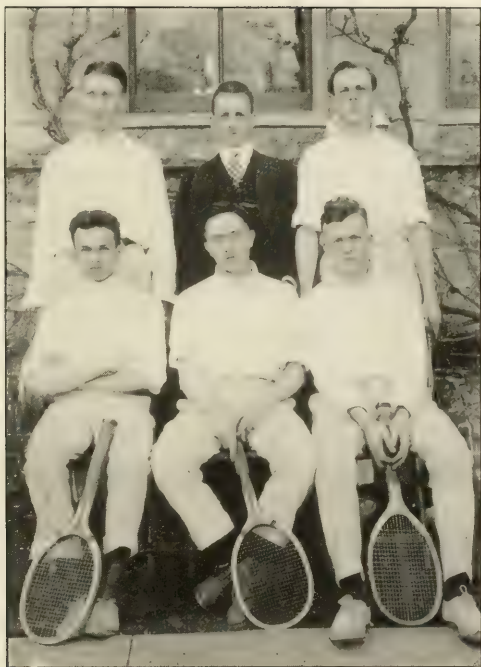
Weller defeated Lippincott, 6-4, 6-1.

Hallett defeated Birdsall, 7-5, 6-0.

Carey and Allen defeated Schidle and Birdsall, 11-9, 6-3.

Weller and Hallett defeated Taylor Brothers, 7-5, 13-11.

Total: Haverford, 5; Swarthmore, 1.



TENNIS TEAM

Johns Hopkins, 2; Haverford, 4

Hammond, Johns Hopkins, defeated Carey, Haverford, 2-6, 6-3, 6-2.

Allen, Haverford, defeated Taylor, Johns Hopkins, 6-2, 6-1.

Weller, Haverford, defeated Roach, Johns Hopkins, 6-2, 9-7.

Hallett, Haverford, defeated Jacobson, Johns Hopkins, 6-1, 6-1.

DOUBLES

Allen and Carey, Haverford, defeated Jacobson and Hammond, Johns Hopkins, 6-3, 6-4.

Roach and Taylor, Johns Hopkins, defeated Weller and Hallett, Haverford, 6-3, 3-6, 6-4.

Score: Haverford, 4; Johns Hopkins, 2.

Michigan, 4; Haverford, 2

Randall, Michigan, defeated J. Carey, Haverford, 2-6; 7-5; 6-3.

Allen, Haverford, defeated Crawford, Michigan, 6-3; 6-0.

Mack, Michigan, defeated Weller, Haverford, 6-3; 15-13.

Hallett, Haverford, defeated Switzer, Michigan, 6-2; 6-4.

Randall and Crawford, Michigan, defeated Carey and Allen, Haverford, 6-4; 2-6; 6-4.

Mack and Switzer, Michigan, defeated Weller and Hallett, Haverford, 4-6; 6-3; 6-4.

Lafayette, 5; Haverford, 1

SINGLES

J. Carey, Haverford, lost to Pardee, Lafayette, 6-3, 6-2.

Allen, Haverford, lost to Burns, Lafayette, 7-5, 7-5.

Weller, Haverford, defeated Keller, Lafayette, 5-7, 6-0, 7-5.

Wright, Haverford, lost to Reynolds, Lafayette, 6-0, 6-1.

DOUBLES

J. Carey and Allen, Haverford, lost to Pardee and Burns, Lafayette, 6-4, 6-1.

Weller and Weikel, Haverford, lost to Keller and Reynolds, Lafayette, 8-6, 7-5.

Baseball

First Team

Steere, c.f. (Captain), '16	Chandler, 3d b., '17
Hannum, c. (Manager), '16	Koons, l.f., '18
Farr, 1st b., c., '15	Sangree, r.f., 1st b., c., '17
Lukens, 2d b., '16	Gibson, p., l.f., '17
F. Cary, s.s., '16	Buzby, G., p., r.f., '18

Substitutes

Moon, 1st b., '16	Hynson, r.f., '18
Lester, c.f., 1st b., '18	Brown, C., 2d b., '17
Painter, 3d b., '18	York, c.f., '16
Gilmour, s.s., '18	Weikel, 2d b., c., '15
Weston, c., '17	

Schedule and Scores

First Team

		H.	O.	
Apr.	17.	Fourth Street Club.....	6	5 Home.
	24.	Phila. College of Pharmacy...	19	1 Home.
	28.	Phila. College of Osteopathy..	3	0 Home.
May	1.	Temple University.....	8	0 Home.
	5.	Univ. of Penna. Freshmen...	1	5 Home.
	8.	Delaware College.....	0	4 Newark, Del.
	12.	Fourth Street Club.....	rain	Home.
	19.	Philadelphia Cricket Club....	canceled	Home.
	26.	Pennsylvania Military College	11	1 Chester, Pa.

Second Team

Apr.	30.	Moorestown High.....	canceled	Home.
May	7.	Lower Merion High.....	6	2 Home.
	17.	Westtown Friends' School....	4	1 Westtown.
	21.	Frankford High.....	rain	Home.



RASEDAI TEAM

Interclass Games of the Year

CRICKET

Freshmen, 169; Sophomores, 66

Freshmen

Shiple, b Crosman.....	25
Nevin, c Crosman, b G. Moore.....	3
M. Crosman, c Gibson, b G. Moore.....	67
Porter, b Crosman.....	0
Deacon, b Crosman.....	25
Dewees, run out.....	20
Tomlinson, c and b Crosman.....	0
R. Moore, b Baily.....	13
Hill, c Chandler, b Crosman.....	0
Hallett, not out.....	10
Hisey, run out.....	0
Extras.....	6
<hr/>	
Total.....	169

BOWLING ANALYSIS

	O.	M.	R.	W.	Av.
W. Crosman.....	13	1	84	5	16.8
G. Moore.....	12	0	60	2	30
Baily.....	3.3	0	16	1	16
Clement.....	1	0	9	0	5
M. Crosman.....	9	1	23	5	4.6
R. Moore.....	8.5	1	37	3	12.3

Sophomores

Howland, b M. Crosman.....	0
Baily, b R. Moore.....	5
W. Crosman, c Hallett, b M. Crosman.....	15
Clement, b M. Crosman.....	2
Sangree, c and b R. Moore.....	2
Van Dam, not out.....	32
G. Moore, run out.....	0
Gibson, b M. Crosman.....	0
E. Price, b M. Crosman.....	0
Strawbridge, c Nevin, b R. Moore.....	0
Chandler, run out.....	4
Extras.....	6
<hr/>	
Total.....	66

SOCCER**1916, 2; 1917, 2**

1916	1917
Shipley.....g.....	Greene
Moon.....l. f. b.....	Ramsey
Buffum.....r. f. b.....	Gardiner
Hannum.....l. h. b.....	Snader
Steere.....c. h. b.....	Crosman
Mengert.....r. h. b.....	Weston
Lukens.....o. l.....	Clement
Sharpless.....i. l.....	Brodhead
F. Cary.....c.....	Weller
J. Carey.....i. r.....	Jones
Stokes.....o. r.....	L. Van Dam

Goals—1916: Cary (off Gardiner), Stokes; 1917: Crosman, Weller. Referee—George Bennett. Linesman—Burket. Substitutions—Sharpless for Mengert, Wendell for Sharpless.



INTERIOR OF LIBRARY

Seniors, 3; Freshmen, 1

Seniors	Freshmen
Gummere.....g.....	Bell
G. Hallett.....l. f. b.....	Dewees
Morley.....r. f. b.....	Thorpe
Shaffer.....l. h. b.....	M. Shipley
Coleman.....c. h. b.....	H. Hallett
Falconer.....r. h. b.....	Webb
Brinton.....o. l.....	Le Clercq
McNeil.....i. l.....	Buzby
Van Hollen.....c.....	M. Crosman
Nitobe.....i. r.....	Taber
Weikel.....o. r.....	Tatum

Goals—Van Hollen (2), Taber. Penalty Goal—Van Hollen.
 Referee—G. Bennett. Linesmen—Wright and Whipple.

Juniors, 2; Freshmen, 1

Juniors	Freshmen
Shipley.....g.....	(Thorpe) Bell
Moon.....l. f. b.....	Dewees
Buffum.....r. f. b.....	(Wright) Thorpe
Sharpless.....l. h. b.....	Shipley
Steere.....c. h. b.....	Crosman
Mengert.....r. h. b.....	Hallett
Wendell.....o. l.....	Buzby
Lukens.....i. l.....	Le Clercq
Cary.....c.....	Cooper
Carey.....i. r.....	Taber
Stokes.....o. r.....	Tatum

Goals—Taber off Shipley, Lukens, Cary. Referee—G. Bennett.
 Linesmen—Porter and Maxwell.

Seniors, 1; Juniors, 0

Seniors	Juniors
J. Gummere.....g.....	J. Shipley
G. Hallett.....l. f. b.....	Buffum
Morley.....r. f. b.....	E. Moon
Schaffer.....l. h. b.....	Sharpless
Coleman.....c. h. b.....	T. Steere
Falconer.....r. h. b.....	(A. Garrigues) Mengert
Brinton.....o. l.....	Wendell
McNeil.....i. l.....	E. Lukens
Van Hollen.....c.....	F. Cary
Nitobe.....i. r.....	J. Carey
Weikel.....o. r.....	J. Stokes

Goals—Brinton. Referee—G. Bennett. Linesmen—Maxwell and Kendig.

Seniors, 1; Sophomores, 1

Seniors	Sophomores
Gummere.....g.....	Greene
G. Hallett.....l. f. b.....	Ramsey
Morley.....r. f. b.....	Gardiner
Shaffer.....l. h. b.....	Snader
Coleman.....c. h. b.....	Crosman
Falconer.....r. h. b.....	Weston
Brinton.....o. l.....	Clement
McNeil.....i. l.....	Brodhead
Van Hollen.....c.....	Weller
Nitobe.....i. r.....	Jones
Weikel.....o. r.....	L. Van Dam

Goals—Van Hollen, Brodhead. Substitutions—C. Brown for Jones. Referee—G. Bennett. Linesmen—C. Brown (Jones), Votaw.

Sophomores, 2; Freshmen, 1

Sophomores	Freshmen
Greene.....g.....	Bell
Ramsey.....l. f. b.....	Deweese
Gardiner.....r. f. b.....	Thorpe
Snader.....l. h. b.....	Shipley
W. Crosman.....c. h. b.....	Hallett
Weston.....r. h. b.....	Webb
Clement.....o. l.....	Le Clercq
Brodhead.....i. l.....	Buzby
Weller.....c.....	M. Crosman
Jones.....i. r.....	Taber
L. Van Dam.....o. r.....	Tatum

Goals—M. Crosman, Van Dam, Weller. Referee—George Bennett. Linesmen—C. Brown, E. Brown.

HAVERFORD COLLEGE

VOL. XIV

BULLETIN

No. 1

ALUMNI QUARTERLY

OCTOBER, 1915

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Issued eight times a year by Haverford College,
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The
Haverford College Bulletin

ALUMNI QUARTERLY

October, 1915

OFFICERS ELECTED AT THE ANNUAL MEETING

June 11, 1915

President

CHARLES J. RHOADS, '93

Vice-Presidents

DANIEL SMILEY, '78

GEORGE A. BARTON, '82

STANLEY R. YARNALL, '92

Executive Committee

J. STODDELL STOKES, '89

J. HENRY SCATTERGOOD, '96

W. NELSON L. WEST, '92

EDWARD W. EVANS, '02

KEMPTON P. A. TAYLOR, '15

Treasurer

EMMETT R. TATNALL, '07
114 Commercial Trust Bldg., Phila.

Secretary

JOSEPH H. HAINES, '98
1136 Ridge Ave., Phila.

Editorial Board of the Alumni Quarterly, College Bulletin

PARKER S. WILLIAMS, '94, President

EMMETT R. TATNALL, '07, Treasurer

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JOSEPH W. SHARP, '88

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WINTHROP SARGENT, JR., '08

CHRISTOPHER D. MORLEY, '10

D. C. WENDELL, '16

RICHARD M. GUMMERE, '02, Managing Editor and Secretary

COMMITTEES FOR THE YEAR 1915-16

Appointed by the Incoming President subsequent to the Annual Meeting June 1915.

Committee to Nominate Members to the Association

OSCAR M. CHASE, '94, *Chairman*

ALEXANDER G. H. SPIERS, '02 J. KENNEDY MOORHOUSE, '00
A. GLYNDON PRIESTMAN, '05 EUGENE M. PHARO, '15

Committee to Nominate Officers and an Executive Committee

RUFUS M. JONES, '85, *Chairman*

PARKER S. WILLIAMS, '94 WALTER C. JANNEY, '98
WALTER MELLOR, '01 JAMES P. MAGILL, '07
WINTHROP SARGENT, JR., '08

Committee on Alumni Oratorical Prize

EDWARD Y. HARTSHORNE, '81, *Chairman*

PARKER S. WILLIAMS, '94 ALFRED PERCIVAL SMITH, '84
LOUIS J. PALMER, '94 EDWARD W. EVANS, '02

Committee on Athletics

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HENRY COPE, '69 ALFRED M. COLLINS, '97
HOWARD H. LOWRY, '99 RICHARD M. GUMMERE, '02
ALEXANDER C. WOOD, JR., '02 C. CHRISTOPHER MORRIS, '04
H. NORMAN THORN, '04 A. GLYNDON PRIESTMAN, '05
JOHN L. SCULL, '05 WILLIAM R. ROSSMASSLER, '97
E. NELSON EDWARDS, '10 DR. JAMES A. BABBITT

Committee to Audit Treasurer's Report

F. A. EVANS, '99 BENJAMIN R. HOFFMAN, '97

Committee on Hall of Fame in Cricket Pavillion

ALFRED G. SCATTERFOOD, '98, *Chairman*

HAROLD EVANS, '07 JOSEPH STOKES, JR., '16

Committee on Matriculate Catalog

JOHN L. SCULL, '05, *Chairman*

LOUIS J. PALMER, '94 FRANCIS R. STRAWBRIDGE, '98

Haverford Extension Committee

WINTHROP SARGENT, JR., '08, *Chairman*

RICHARD M. GUMMERE, '02 C. CHRISTOPHER MORRIS, '04
WILLIAM R. ROSSMASSLER, '07 J. BROWNING CLEMENT, JR., '08
JOHN K. GARRIGUES, '14

The Fifty-ninth Annual Meeting of the Alumni Association of Haverford College was held on Friday, June 11, 1915, in the Auditorium of the Haverford Union. The meeting was called to order about 6.30 by the President, Charles J. Rhoads, '93, who presided.

On motion, duly seconded and carried, the roll call was, omitted also the reading of the minutes of the last annual meeting, which had been printed and distributed.

The following report of the Executive Committee was read:

THE REPORT OF THE EXECUTIVE COMMITTEE TO THE ALUMNI ASSOCIATION OF HAVERFORD COLLEGE

Your Executive Committee respectfully reports as follows:—

The routine business of the Association has received careful attention from the committee and several meetings have been held during the year.

The Twenty-eighth Annual Dinner of the Association was held at the Bellevue-Stratford Hotel, on Saturday evening, January 30, 1915. It was attended by two hundred and twenty-five persons,—a very large and satisfactory attendance. The Association is indebted to the following speakers for addresses:—President Sharpless, Charles W. Colby, Ph.D., of Magill University, W. Morgan Shuster, of Washington, D. C., and Charles J. Rhoads, '93, who presided. The thanks of the Association are also due to the Dinner Committee—

W. W. Justice, Jr., 1900, chairman, whose care and attention made the occasion a success for all the Haverfordians who attended. As usual the subscription of \$3.50 per plate was not enough to meet the expenses of the dinner and the treasurer of the Association reports a deficit on account of the dinner of \$163.38. This is considerably more than has been reported on some occasions but it includes postage, car-fare and entertainment of speakers and all the expenses that can be properly charged to the dinner, and your committee feels that it is better to report the total expenses of the dinner in this way rather than under another heading, such as postage, stationery, etc., which would make the report more or less misleading. The addresses, in accordance with recent custom, were taken down by a stenographer and have since been published in the College Bulletin. As recommended by last year's committee the Bellevue Stratford has been engaged for the last Saturday in January, 1916, that is January 29th, and we recommend that next year's committee do the same for 1917.

The arrangements for Alumni Day have been completed by a special committee and it is hoped that you find their plans satisfactory.

Four numbers of the Alumni BULLETIN are now published by a board appointed by the President. An endeavor was made to cover the expenses by voluntary contribution but it was found necessary for your board to appropriate \$192.00 this year to help defray expenses, and we would recommend that the Treasurer be authorized to pay at least \$200.00 each

year to the BULLETIN board for the purpose of publishing as many issues as possible.

During the year the desire on the part of a large number of the Alumni that the Alumni Association should more lively interest itself in the proper publicity for the college among the Preparatory Schools has been referred to a special committee, of which Winthrop Sargent, Jr., 1908 is chairman. This committee has been asked to report on their plans and work and if it is satisfactory to the Association to continue their activities a standing committee, to be appointed by the president, should be formed to carry them on.

The work of the Visiting Committees has, during the past year, fallen into abeyance. We should, however, recommend the new Executive Committee either to endeavor to continue this plan or to devote one or two days during the year on which the whole committee might visit the college and endeavor to get in closer touch with the under-graduates, as a feeling of fellowship between the Alumni and the under-graduates should be encouraged as much as possible.

The chairmen of all committees as well as the editor of the Alumni numbers of the College BULLETIN, have been requested to prepare reports for this meeting.

The deaths of the following matriculates have come to the notice of the secretary during the past year:—

William R. Bullock, M. D.	1843	11-18-1914
David S. Brown, Jr.	1846	10- 3-1914
Elliston P. Morris.	1848	12- 4-1914
William C. Alderson.	1858	11- 9-1914
Henry G. Morris.	1859	1 -19-1915

James R. Magee.....	1859	11- 3-1914
Morris Longstreth, M. D.....	1864	9- 1914
Joseph M. Downing.....	1865	4- 4-1915
Lewis J. Levick.....	1867	11-27-1914
Charles S. Howland.....	1872	10-23-1914
James B. Thompson.....	1874	1- 8-1915
Joseph H. Dennis.....	1892	5-18-1915
Carrol B. Jacobs.....	1893	3-16-1915
Charles F. Lee.....	1907	10-11-1914

On motion, duly seconded and carried, the report was accepted, the recommendations of the Committee were approved, and the annual appropriation of \$200.00 made to the Alumni Bulletin, until otherwise directed by the Association.

JOSEPH H. HAINES, *Secretary*.

REPORT OF THE COMMITTEE TO NOMINATE MEMBERS TO THE ASSOCIATION

The following report was presented by this committee:
June Ninth 1915.

Haverford Alumni Association

GENTLEMEN:—

The Committee to nominate members to the Association unite in recommending the following, all members of the Class of 1914, but non-graduates:

Percy Warren Moore, John Stout, Gerhard Carl Heym.

RICHARD T. CADBURY, *Chairman*.

On motion, duly seconded and carried, the Secretary was instructed to cast an affirmative ballot for the election to membership of these gentlemen, and their election was thereupon announced.

The Treasurer then reported as follows:

TREASURER'S REPORT

Dr.

To balance from last account.....		\$ 325.54
To 304 annual subscriptions 1914.....	\$1,261.57	
To 1 " " 1913.....	2.	
To 2 " " 1915.....	3.50	
To 2 supper guests, Alumni Day.....	2.	
To interest on deposit.....	13.63	1,282.70
		<hr/>
		\$1,608.24

Cr.

By Alumni Day, 1914		
Supper.....	\$543.25	
Campus Club Tea.....	62.50	
Band.....	52.50	
Printing, postage, etc.....	81.71	\$ 739.96
	<hr/>	
By medal and books for prize in oratory....	50.	
By postage and distributing 1,200 copies of Alumni Bulletin of Annual Meeting....	54.	
By deficit on midwinter dinner.....	163.38	
By lettering tablet and pictures for Cricket Pavilion.....	31.85	
By appropriation to Alumni Bulletin for 1913-1914 deficit.....	42.	
By appropriation to Alumni Bulletin.....	150.	
By medal for prize in oratory (1915).....	4.	
By sundry Stationery and postage.....	25.67	1,260.86
Balance.....		<hr/>
		347.38
		<hr/>
		\$1,608.24

E. R. TATNALL, Treasurer, in account with the Alumni Bulletin
June 1, 1914, to May 31, 1915.

Dr.

To balance from last account	\$	73.89
To appropriation from Alumni Association for deficit, 1913-1914	\$	42.
To appropriation from Alumni Association . .		150.
To 40 subscriptions	117.	309.
		<hr/>
	\$	382.89

Cr.

By November issue of Bulletin	\$	150.
By February issue of Bulletin		116.45
By part payment on 1913-1914 numbers (\$107,50)		57.50
By circular appeal for funds		14.25
By sundry postage, stationery, stenographer, etc	18.30	356.50
Balance		<hr/>
		26.39
		<hr/>
	\$	382.89

6-9-15 Examined and found Correct

SAMUEL W. MORRIS,

F. ALGERNON EVANS,

Auditing Committee.

On motion duly seconded and carried, the Treasurer's report was accepted.

The following report of the Committee to Nominate Officers was then presented:

REPORT OF COMMITTEE TO NOMINATE OFFICERS

To the Alumni Association of Haverford College:

GENTLEMEN:

The Committee appointed by your President to nominate Officers and an Executive Committee to serve for the ensuing year make the following recommendations:

For President: Charles J. Rhoads, '93

For Vice-Presidents: Daniel Smiley, '78; George A. Barton, '82; Stanley R. Yarnall, '92.

For Treasurer: Emmett R. Tatnall, '07

For Secretary: Joseph H. Haines, '98

For Executive Committee: J. Stoddell Stokes, '89; W. Nelson West, '92; J. Henry Scattergood, '96; Edward W. Evans, '02; Kempton Taylor, '15.

On behalf of the Committee,

RUFUS M. JONES.

On motion, duly seconded and carried, the report of the Nominating Committee was accepted, and the nominations approved by a viva voce vote, thus in accordance with the Constitution electing these gentlemen to the offices for which they were respectively nominated.

The Chairman of the Committee on Athletics presented the following report:

REPORT OF COMMITTEE ON ATHLETICS

Through a long series of years your Committee has presented a report covering in rather a fullsome manner, the various athletic activities of the College. They have realized that the necessity for doing this no longer exists. The numerous college publications, some or all of which are doubtless read by the interested Alumni, keep us posted as to the results of the contests, matches and meets with the other teams, and a complete summary and record is duly set forth in the Year Book so ably edited by Dr. Babbitt; so with your permission we will only touch upon the "high spots," so to speak, in the year's happenings.

The Swarthmore Foot Ball Game was resumed after several years' intermission, and the tie game played on Walton Field was splendidly contested before a large, but nervous and shivering crowd.

Soccer was played by a great number of the students, but our standing in the Intercollegiate League was doubtless effected by the Season's overlapping with the regular Foot Ball Schedule. We have entered a Second Team in a newly formed small college league for next year.

For the first time in many years we defeated the University of Pennsylvania in the Annual Cricket Game. The bowling of Stokes and the brilliant batting of M. Crosman, a Freshman, who passed the century mark, were noteworthy features. Cricket has been

well supported, and doubtless the pleasant experience of the last English trip kindled the enthusiasm which has been with Captain Brinton and his followers, and has led them to arrange for a cricket week to be held at the College following Commencement, when several Local Elevens will be our guests.

The usual Gymnastic Meets were held throughout the winter.

More interest than usual was taken in the Track Meets, and much good material was in evidence and is being intelligently trained.

The new track is a real and valuable asset to the College, and made it possible for us to have the Middle States Track Meet held on Walton Field this Spring.

A campaign to get funds for needed additional tennis courts was launched, and as a result old courts were improved and two new Macadam courts were built on Walton Field.

Baseball came again to the College this year, and while not wishing to be classed as "a major sport," and asking for no backing from the College, Athletic Association, under the name of the Haverford Baseball Club, there was played an enjoyable series of games.

JOSEPH W. SHARP, *Chairman*.

On motion, duly seconded and carried, this report was accepted, and the thanks of the Association were extended to the Committee for the care which they have shown to the subject in their charge.

The following reports of the Committee on the Oratorical Prize was then read:

REPORT OF COMMITTEE ON ALUMNI ORATORICAL PRIZE

Haverford, Pa., May 7th 1915.

To the Alumni Association of Haverford College:

The annual contest for the Alumni Prize in Oratory was held in the Auditorium of the Haverford Union on Thursday evening, April 15th 1915, on the same evening as the contest in public speaking for the Everett Medal, established by Alfred Percival Smith, of '84.

The following members of the Committee were present: Parker S. Williams, Edward W. Evans, Alfred Percival Smith and the Chairman.

Messrs Ulysses S. Koons, Arthur H. Thomas and S. B. Knowlton acted as judges and the judges and your Committee were entertained at dinner at the College. The contestants and their subjects were as follows:

M. H. Tang, '15, "The possibility of war between Japan and the United States"; Wilmar M. Allen, '16, "The Best"; F. M. Morley, '15, "Thomas Chatterton, A prophet without honor"; U. J. Mengert, '16, "Russian Interest in the War."

The judges unanimously awarded the prize to Wilmar M. Allen.

The Faculty of the College had arranged to hold this contest a month earlier than usual with the hope that more men might enter it, but the desired result was not obtained. Your Committee would suggest that the

Faculty consider the advisability of holding the contest about the middle of the College year, when there is apparently more time for preparation and the call of athletics is not quite so strenuous as in the Spring months.

On behalf of the Committee.

EDWARD Y. HARTSHORNE, *Chairman.*

On the conclusion of this report, which was duly accepted by motion, the President presented the bronze medal to Wilmar M. Allen, the winner of the contest.

The report of the Committee on Hall of Fame in the Cricket Pavilion was presented.

REPORT OF COMMITTEE ON HALL OF FAME IN CRICKET PAVILION

To the Alumni Association of Haverford College:

The Committee on Hall of Fame in Cricket Pavilion, appointed at your last annual meeting, reports that it has prepared and placed in the Pavilion during the last year tablets for the Eleven of 1914 and for the English Team of 1914; also pictures of the Captain of the Eleven of 1912 and of the Elevens of 1913 and 1914. It has also had prepared for future use twelve new tablets for use in ordinary years, and two for English Teams. The total cost of all this work being \$31.85, against the \$40.00 appropriated.

We ask that for next year an appropriation of \$8.00 be made to cover the usual expenses.

On behalf of the Committee,

A. G. SCATTERGOOD, *Chairman.*

The report of the Committee was approved and accepted, and the appropriation of \$8.00 asked for was made.

The Committee on Matriculate Catalog then reported as follows:

REPORT OF COMMITTEE ON MATRICULATE CATALOG

To the Alumni Association of Haverford College:

The Matriculate Catalog Committee reports as follows:

Bids have been received from the leading publishers and printers in Philadelphia for making 2500 copies of the Matriculate Catalog and a fair price has therefrom been determined upon. No one has been found who will give advance figures on the cost of addressing, wrapping, and mailing. Satisfactory arrangements have been made with Richard M. Gummere to edit the book and letters and blanks for securing the data are now in process of being written. It is expected that the books will be ready within one year if replies are received with fair promptness.

Respectfully submitted,

LOUIS J. PALMER, '94

FRANCIS R. STRAWBRIDGE, '98

JOHN L. SCULL, '05

June 11, 1915.

On motion, this report was accepted and the Committee continued.

The following report of the Alumni Extension Committee was then read:

REPORT OF ALUMNI EXTENSION COMMITTEE

To the Alumni Association of Haverford College:

Your committee has had eight meetings and reports progress as follows:

The approval of the following men(of those seen up to the present date) has been obtained, together with their permission to state their approval of the work:

President Sharpless, Arthur V. Morton, J. Henry Scattergood, T. Wistar Brown, Asa S. Wing, Frederick H. Strawbridge, Parker S. Williams, Samuel L. Allen, Charles J. Rhoads, John M. Whitall.

The purpose of the committee, based on which the above approval was obtained, is an increase in the number of students and an increase in the prestige and influence of the College in all ways compatible with its dignity. Increase in students is desired in order to obtain higher standards by rejection of poorer applicants.

The committee has gone through a list of Haverford matriculates, subdividing those who would appear interested in this work, and has begun to make personal calls upon them with the object of securing their moral and financial support. In those cases where members of the committee have so far reported absolute success has been attained.

In regard to the work of the undergraduate committee, the chairman has submitted a report which met with our approval.

We suggest that the designation of *Alumni Extension Committee* be authorized and sanctioned, we recommend that the name of the man to be obtained and placed in active charge of this work be *General Alumni Secretary*, or *Secretary to the President*, and that he be an employee of the alumni association working in conjunction with President Sharpless and the Alumni extension committee.

In view of the promising condition of this work, your committee trusts that this work will be accepted, and begs to be continued.

Respectfully submitted

W. SARGENT, JR., '08.

This report was approved and the President was authorized to appoint a committee to have this matter in charge.

On motion duly seconded, it was unanimously

RESOLVED, That the Secretary be directed to express to Henry Cope, Class of '69, our appreciation of the spirit in which he has volunteered for relief work abroad with the Friends' Ambulance Unit, organized by Philip J. Baker, of England;

And the Secretary was further directed to assure Henry Cope that the sympathy and best wishes of every member of the Association will follow him wherever the work may lead him.

On motion, the meeting adjourned.

The following report was received after the meeting and is published for the information of the Association.

REPORT OF THE EDITORIAL BOARD OF THE ALUMNI QUARTERLY

To the Alumni Association of Haverford College:

DEAR SIRS:

The Alumni Quarterly Board begs to report three numbers, in November, March and June, respectively. The first was devoted to an account of Haverford-Swarthmore football, by J. Henry Scattergood, '96, reprinted with the consent of the *Haverfordian*; the second dealt with general college matters; the third was primarily given over to an account of the Alumni Dinner and the speeches on that occasion.

Your committee begs to thank the Alumni Association

for its co-operation and financial support, and trusts to continue this work in the future for the benefit of Haverford and the spreading of Haverford news among a larger body of Alumni.

(Signed)

PARKER S. WILLIAMS, '94

President of the Board.

RICHARD M. GUMMERE,

Secretary.

Haverford opened on the 23d of September, after the usual three days of entrance examinations, with about 185 students, the largest number so far enrolled at any one time. The increased number was made possible by the division of the old Collection Room in Barclay Hall into three rooms for five men.

The pleasantest feature of the opening, is the honorary degree of LL.D. bestowed on President Sharpless last June by Harvard University. "He resisted," said President Lowell, "the lure of numbers and insisted on upholding the ideals of scholarship and character."

There is but one change in the Faculty. Dr. Edward D. Snyder, formerly a Fellow of Harvard University, and Instructor at Yale, will become Instructor in English, taking the place of Dr. Victor O. Freeburg, who will enter the Columbia University Faculty.

Dr. Henry J. Cadbury, Instructor in Biblical Literature, will spend the first half-year at Earlham College, Indiana, giving two courses of lectures there, and returning in February, 1916.

Carroll D. Champlin, '14, will assist Dr. Snyder, and E. M. Bowman, '15, will take one of the elementary courses of Professor A. G. H. Spiers who has been lecturing in French Literature and Drama at the Columbia University Summer School.

Professor Jones is planning to deliver a Lowell Lecture in Boston next winter on "The Influence of the Quakers in New England."

Professor Pratt's Manual of Invertebrates will be published during the ensuing year.

By the will of the late Miss Anna Yarnall, the college

has been made residuary legatee, the funds to be spent on expenses connected with the library.

J. P. Magill, '07, has been elected President of the Founders Club. Jos. Tatnall, '13 has been elected Treasurer. W. M. Allen, '16, is Vice-President and Secretary.

Three new tennis-courts have been opened for use.

COLLEGE NEWS IN BRIEF, SINCE COMMENCEMENT

The Cricket Week

When College broke up last year, fourteen loyal devotees to cricket remained behind, installed themselves in Lloyd Hall, and settled down to an entire week of cricket. The experiment had never before been tried at Haverford. But if you should ask any one of that fourteen whether it should be tried again—well it seems absurd that the idea was never carried out before. A happier, more congenial week was never spent by the participants. The result as to games was: Games played, 8; won, 5; lost, 1; drawn, 2. The object of the "Week" was both to improve and to encourage cricket at Haverford, and rightly to prolong the college cricket season. The general increase in batting averages fulfilled the first point, and the undoubted general enthusiasm was guarantee for the second. One thing however, ought to be done next year (a thing somewhat overlooked this time) and that is a definite and thoroughly carried out plan for advertizing the entire program of the "Cricket Week" itself, so that no cricket lover around Philadel-

phia need be kept away from the games from ignorance of their existence.

The Eaglesmere Conference

While the cricketers were enjoying their orgy of cricket at Haverford, twenty-five other Haverfordian undergraduates were spending at the Annual Eaglesmere Conference, a week of spiritual comradeship with delegations from most of the eastern colleges and universities. Theirs was one of the largest delegations present, and incidentally, they won the baseball championship. The inspiration gotten through broadening associations at these conferences, is a big factor in vitalizing the spiritual forces of the College

Philadelphia Cup Results

Again cricket. It was a good start that the first eleven had, upon their advent into the Philadelphia Cup; but on July twenty-seventh, a crushing defeat by Germantown B. kidnapped our only chance of tying for first place with them. Another defeat on the succeeding Saturday, and our record was: games played, 8, won 4, lost 4. The first four games were played with the regular college first team only, while the next four were played by a composite team of graduates and undergraduates. Perhaps it was almost a good thing that the team met such a defeat this year, for next year they will go after that cup with the grim determination to pinnacle it on the Cricket Pavilion.

**Chase Hall
Enlarged**

During the summer, Chase Hall was nearly doubled in size by the addition of two large classrooms, and two small side rooms, (one on each floor) to the north wing. Semi-indirect lighting and modern ventilation is installed, and adequate ventilation put in the old half of the building.

The old Collection Room has been turned into three first-class sleeping rooms, thus enlarging the boarding capacity of the College by six.

**Football Men
at Pocono**

One week before College started, the football cohorts gathered at the Pocono Lake Preserve, and coach Bennett put his men (about fifteen were there) through light signal practices, and general work to develop speed and round them into shape.

The condition under which this year's team start their season is the most unusual for years. Nine of last year's Swarthmore game men are with us. The team, as usual, light. The backfield is quick, accurate, and in the opinion of many, one of the best balanced that Haverford has ever had. The line, with last year's experience, ought to be forty per cent better, although Hannum at guard and Reeve at end will be missed. Doctor Bennett is taking due precautions to keep the team from over-confidence, and with a strong second team opposition to keep the men fighting for their position, that fault ought to be sufficiently taken care of.

One of the pleasantest evenings the football men had up at Pocono was a campfire town meeting, at which Dr. Haviland Morriss, '08, of Baltimore, told of the experiences which the American Red Cross Corps is having in Belgium. Dr. Morriss just returned from Belgium, where he had been since April on the staff of surgeons. Everyone appreciated the presence of Norman Thorn, '04, who spent several days with the team and communicated lot of his spirit to them. As soon as the "Pocono" team got back to College, the whole crowd of candidates, (totaling to about three teams on the field) set in at hard practice for their first game with Maryland Agricultural College.

FOOTBALL SCHEDULE

October 2—Maryland Agricultural College, H. 7., M.

A. O. At home

October 9—Delaware College, at home

October 16—Stevens Institute, away

October 23—New York University, at home

October 30—Dickinson College, at home

November 6—Franklin and Marshall College, away

November 13—Johns Hopkins, at home

November 20—Swarthmore, away

Soccer

Prospects

The Soccer season opens as far as practice goes, the first Monday in October, under Captain Cary and Coach Young. An arrangement of schedule, bringing the inter-collegiate games after the football season will enable the football men who are also strong at soccer to take part in practically all the games. There is a maximum of good soccer material in the College for the coming year.

BOOK REVIEW

On an article by a member of the Faculty.

In the September number of the *Astrophysical Journal* there appeared a paper on the Electric Spark by W. O. Sawtelle. For more than fifty years investigators at various times have attempted to control the electric discharge in an oscillatory circuit so that the spark, on being resolved by means of a rapidly rotating mirror, might pass at the desired instant. By use of ultra violet light thrown upon one of the spark terminals, this "triggering" has been accomplished to such a degree of delicacy that the time variation between successive spark discharges is less than two ten millionths of a second. A reproduced photograph shows this limit. Use is made of this discovery to further the researches along spectroscopic lines on the mechanism of the spark discharge. The light from a single discharge, after passing through the prism of a spectrograph is too weak to affect the photographic plate. Sawtelle's method permits of the super-position of hundreds of spark images if need be, upon one slit of the spectrograph and by a series of fine adjustments any portion of the oscillations can be studied at will. Spectrograms are thus obtained which show the time of appearance and decay of the spectral lines and prove conclusively that the luminosity accompanying the spark discharge, consists wholly of inert glowing metallic vapor, while the spectral lines themselves show an oscillatory or an unoscillatory character as the case may be.

—(Ed.)

'71

We have received recently an interesting monograph by William D. Hartshorne, published by the Rockwell and Churchill Press, of Boston, Mass., on *The Relations Between Humidity and Regains on Wool and Cotton*. Most of the article is taken up with unit system charts based on readings from the Sling Hygrometer. It is reprinted from the BULLETIN of the National Association of Wool manufacturers.

Mr. Hartshorne, who has published in 1905 and 1911 certain studies dealing with the effects of moisture on cotton and worsted, feels that there is "immense commercial importance in the underlying facts with which the charts deal." And his figures are of all the greater interest because of the cotton problems now facing the world.

Vertical lines represent changes of degrees in temperature, and horizontal lines indicate 5 percent intervals in relative humidity. The regains are indicated by curves. "The charts," he says, "will aid in an understanding of how and to what extent known climatic changes—will tend to affect weights—The function played by the element of twist is greatly affected by the relation of moisture content to surrounding conditions."

—(Ed.)

HAVERFORD COLLEGE BULLETIN

VOL. XIV

TENTH MONTH, 1915

No. 2

Reports of the Board of Managers
President of the College and
Treasurer of the Corporation
1914-1915



Issued eight times a year by
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THE CORPORATION
OF
HAVERFORD COLLEGE

REPORTS OF
BOARD OF MANAGERS
PRESIDENT OF THE COLLEGE
TREASURER OF THE CORPORATION

PRESENTED AT THE ANNUAL MEETING

TENTH MONTH 12TH, 1915

THE JOHN C. WINSTON COMPANY
PHILADELPHIA

CORPORATION

President.

T. WISTAR BROWN.....235 Chestnut St., Phila.

Secretary.

J. STODDELL STOKES.....Summerdale, Phila.

Treasurer.

ASA S. WING.....409 Chestnut St., Phila.

BOARD OF MANAGERS.

Term Expires 1916.

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GEORGE VAUX, JR.....1606 Morris Building, Phila.

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Term Expires 1917.

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ISAAC SHARPLESS.....Haverford, Pa.

MORRIS E. LEEDS.....4901 Stenton Ave., Germantown, Phila.

EDWARD W. EVANS.....711 Arcade Building, Phila.

Term Expires 1918.

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T. WISTAR BROWN, *President* J. HENRY SCATTERGOOD, *Secretary*
235 Chestnut St., Phila. 648 Bourse Building, Phila.

STANDING COMMITTEES OF THE BOARD OF MANAGERS

Executive Committee.

GEORGE VAUX, JR.	FREDERIC H. STRAWBRIGDE
ASA S. WING	JOHN M. WHITALL
CHARLES J. RHOADS	MORRIS E. LEEDS
JAMES WOOD	J. HENRY SCATTERGOOD

Committee on Finance and Investments.

WILLIAM H. HAINES	J. HENRY SCATTERGOOD
FRANCIS A. WHITE	CHARLES J. RHOADS

Committee on Accounts.

FRANCIS STOKES	JONATHAN M. STEERE
J. STOGDELL STOKES	EDWARD W. EVANS
ALBERT L. BAILY	

Committee on College Property and Farm.

SAMUEL L. ALLEN	ABRAM F. HUSTON
FRANCIS STOKES	FREDERIC H. STRAWBRIDGE
JOHN M. WHITALL	DANIEL SMILEY

The President of the Corporation is *ex officio* a member of all standing committees.

FACULTY

1915-1916

ISAAC SHARPLESS, SC.D., LL.D., L.H.D.
President and Professor of Ethics.

ALLEN CLAPP THOMAS, A.M.
Consulting Librarian and Emeritus Professor of History.

LYMAN BEECHER HALL, PH.D.
John Farnum Professor of Chemistry.

FRANCIS BARTON GUMMERE, PH.D., LL.D., LITT.D.
Professor of English Literature.

HENRY SHERRING PRATT, PH.D.
David Scull Professor of Biology.

JAMES ADDISON BABBITT, A.M., M.D.
Professor of Hygiene and Physical Education.

RUFUS MATTHEW JONES, A.M., LITT.D.
Professor of Philosophy.

OSCAR MARSHALL CHASE, S.M.
Registrar and Instructor in Drawing.

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Lecturer on Commercial Law and Banking.

DON CARLOS BARRETT, PH.D.
Professor of Economics.

LEGH WILBER REID, PH.D.
Professor of Mathematics.

FACULTY.

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FREDERIC PALMER, JR., PH.D.

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Associate Professor of Mechanics and Electricity.

RICHARD MOTT GUMMERE, PH.D.

Associate Professor of Latin.

ALEXANDER GUY HOLBORN SPIERS, PH.D.

Associate Professor of Romance Languages.

RAYNER WICKERSHAM KELSEY, PH.D.

Associate Professor of History.

ALBERT HARRIS WILSON, PH.D.

Associate Professor of Mathematics.

THOMAS KITE BROWN, JR., A.M.

Assistant Professor of German.

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Assistant Professor of Biblical Literature.

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Associate Professor of Social Work.

EDWARD DOUGLAS SNYDER, PH.D.

Assistant Professor of English.

WILLIAM HENRY COLLINS, A.M.
Superintendent of Buildings and Grounds.

HAVERFORD COLLEGE.

HELEN SHARPLESS
Acting Librarian.

PAUL W. WEAVER
Assistant in the Engineering Laboratory.

FREDERICK MURDOCH HENLEY, S.B.
Assistant in the Chemical Laboratory.

CARROLL DUNHAM CHAMPLIN, A.M.
Assistant in English.

EDGAR MILTON BOWMAN, A.B.
Assistant in French.

JOHN E. WOLF
Assistant in Physical Training.

ANNUAL REPORT OF THE BOARD OF MANAGERS FOR THE YEAR 1914-1915

To the Corporation of Haverford College:

Your Board of Managers respectfully reports that another year of satisfactory work was concluded on Commencement Day, 6th mo. 11th last, when the degree of Bachelor of Arts was conferred on twenty students, the degree of Bachelor of Science on nineteen students, and the degree of Master of Arts on three students.

The college has again opened with the largest enrollment of its history with 186 students, being seven more than last year. Of these, 54 are new students. Every room in the college is occupied, including three new double rooms created by partitioning the old collection room in Barclay Hall.

A much needed addition to Chase Hall, affording two large recitation rooms, has been completed at a cost of about \$9,000, almost all of which has been donated by generous friends of the college. The new Athletic Fields, donated by the alumni, have been entirely finished and have greatly added to our outdoor facilities. During the past year interested alumni have also provided new tennis courts and a rope cage for the gymnasium to make possible the playing of indoor games.

Through bequest of James R. Magee, a graduate of the Class of 1859, we have been informed that the college

HAVERFORD COLLEGE.

will receive \$10,000 for the Endowment Fund and an additional \$10,000 for like purpose upon the deaths of two beneficiaries of a life trust, and also a share in his residuary estate.

Through bequest of Anna Yarnall, we are informed that the college will receive her residuary estate, to be used for library purposes. This is stated to consist of a half interest in a valuable tract of land which is likely to net the college eventually upwards of \$30,000.

Gifts to the college amounting to \$19,839.55 have been received during the year from one hundred and six donors.

The debt of the college now amounts to \$96,578.62, being \$7,042.57 less than a year ago. Most of this decrease is due to the sale of the "Crew House" to Dr. Babbitt made during the year.

With the growing number of students and the more rapidly increasing amount of the resources of the Corporation, your Board has keenly felt a sense of responsibility that the benefits of the college may be most wisely bestowed. With this in view serious consideration has been given to the proper size of the college as well as to the general aims toward which the policy of the future should be directed. Only in the recent past has the income available for the operation of the college been approximately sufficient for current wants. The Corporation is still carrying a large debt and real need exists for large additional funds for the proper endowing of professor's chairs. Your Board feels that although the number of students can be somewhat larger without changing the present policy, yet emphasis should continue to be placed on high quality in every phase of the college work rather than on greater numbers of students

MANAGER'S REPORT.

or a wider range of courses. We feel that under President Sharpless' direction proper means may be used for setting forth the advantages of Haverford College so as to increase the number of applicants with a view to standards ever improving through selection, but that the numbers at the college should not be increased beyond the gradual and natural growth of the present, up to a possible maximum of two hundred and fifty students.

During the past year, our friend John B. Garrett felt obliged to tender his resignation as a member of the Board. The following minute was adopted at the meeting of the Board held 11th month 23d, 1914:—

“The Board of Managers of Haverford College have received and accepted the resignation of our fellow member, John B. Garrett, with heartfelt regret. In years of service on this Board he ranks second only to the President of the Corporation, and second to none in the variety of his connections with the college and its life. Entering in his Sophomore year in 1851 at the age of 15 when Haverford was still only a school, he graduated in the class of 1854, subsequently receiving the degree of A. B. when the charter and powers of a college were granted in 1856. He was Secretary of the Alumni Association from 1859 to 1863 and later became its President in 1879 and 1880. He was Alumni Orator at the Semi-Centennial Meeting in 1883. He was elected a Manager of the Corporation on 4th mo. 8th, 1872, and has thus served on the Board for nearly forty-three years. During that time he has participated in the development of the college from its struggles of small numbers, financial difficulties and modest reputation to its present

HAVERFORD COLLEGE.

position of scholarship and material prosperity. For almost all of these years he was one of the most active members of the Board. In 1883-1884 he was Secretary of the Board. In 1884 he was appointed a member of the Executive Committee on which he has served until the present, and as Chairman from 1894 to 1908. In 1890-91 he acted as President pro tempore of the college during the absence in Europe of President Sharpless. He was the founder in 1890 of the John B. Garrett Prize for Systematic Reading which he subsequently endowed in 1908.

"In all these varied connections as student, alumnus, Manager and acting President, his time and talents have always been at the service of the college. His wide acquaintance with men and affairs, his successful business life, his liberal views and his deep religious convictions, have made his counsel wise and much valued by his colleagues at all times.

"No tribute of his service to Haverford and the community would be adequate without mention of his valued ministry in the Society of Friends and the high standard of Christian life and work that he has maintained in all his varied interests.

"In accepting his resignation the Board expresses to him our appreciation of his long and varied service to the college, our deep regret at his insistence upon the acceptance of his resignation, and our warm love for him."

To succeed John B. Garrett, the Board elected Stanley Rhoads Yarnall, a graduate of the college of the Class of 1892.

At the meeting for organization a year ago, Charles J.

MANAGER'S REPORT.

Rhoads, who had served as secretary of your Board for six years, asked to be released from that position. Your managers were very reluctant to lose the services of one whose work had been so valuable and satisfactory, but felt it right to grant his request in view of his new responsibilities in an important public position.

The Board has learned with gratitude that the class just graduated had inaugurated a plan which they hope may become general with future classes of insuring themselves for the benefit of Haverford College twenty years hence. By this method, each member has the interests of the college brought constantly before him and is enabled to have a part in a significant gift toward its welfare.

The Board desires to record its thanks to Haverford's many friends for their generous gifts, and its appreciation of the faithful services of the faculty and all others connected with the institution.

By order of the Board.

T. WISTAR BROWN, *President.*

J. HENRY SCATTERGOOD, *Secretary.*

PHILADELPHIA, 10th mo. 11th, 1915.

PRESIDENT'S REPORT

To the Board of Managers:

Attendance The President reports the register of attendance of students during the year 1914-15 as 179.

For 1915-16 there are now entered 186, of whom 45 are Freshmen and 9 new admissions to the advanced classes.

There were graduated in 1915, 42 students, of whom 3 received the degree of Master of Arts, 20 Bachelor of Arts and 19 Bachelor of Science.

**Faculty
Change**

The only change in the faculty is the appointment of Edward D. Snyder as Assistant Professor of English. Dr. Snyder is an A.B. of Yale, Ph.D. of Harvard and during last year was Instructor in English in the Sheffield Scientific School of Yale University.

Lectures

The following lectures outside the regular course have been given during the year:

Haverford Library Lecture:

"The Fine Art of Living," by Dr. Henry Churchill King, President of Oberlin College.

3rd mo. 2nd, 1915.

Thomas Shipley Lectures on English Literature:

"Emerson in Concord," by Dr. Percy H. Boynton, Professor of English in Chicago University.

3rd mo. 17th, 1915.

PRESIDENT'S REPORT.

"Boccacio," by Sir Walter Raleigh, M.A., Professor of English Literature in Oxford University.

4th mo. 7th, 1915.

Other Lectures:

"Belgium," by M. Paul Hagemans, Consul-General for Belgium.

11th mo. 5th, 1914.

"The Present War in the Light of the Balkan War," by Dr. D. N. Furnajieff, Pastor of the Evangelical Church, Sofia, Bulgaria.

11th mo. 9th, 1914.

"The Case for Belgium," by Rev. Dugald MacFadyen, and an address by J. Allen Baker, M.P.

12th mo. 11th, 1914.

"The War and the Rights of Neutrals," by Dr. George W. Kirchwey, Dean of Columbia Law School. Under the auspices of the Civic Club of Haverford College.

12th mo. 17th, 1914.

"Readings from his Poems," by Vachel Lindsay.

2nd mo. 22nd, 1915.

"A Cruise through the Arctic and Alaska," by E. Marshall Scull (Haverford, 1901). Illustrated.

2nd mo. 25th, 1915.

Miscellaneous:

Concert by Mrs. A. G. H. Spiers and Mr. Beatty, under the auspices of the Music Study Club.

12th mo. 2nd, 1914.

Musical Recital, by Mme. Stuart Taylor and Miss Bertha Emily Harding, for the benefit of the Educational Fund of the Pennsylvania Medical Missionary Society.

12th mo. 12th, 1914.

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"The Negro in the South and the Indian in the West," and "A Trip to Tidewater Virginia," by Miss Scoville and the Hampton Institute Quartette. Illustrated.
1st mo. 11th, 1915.

"The Historical Development of the Peace Ideal," by Stanley R. Yarnall, Chairman Executive Committee, Pennsylvania Arbitration and Peace Society, and Francis R. Taylor, Member of the Philadelphia Bar.
1st mo. 10th, 1915.

"The Greater Armaments Program for the United States," by Thomas Raeburn White, LL.D., President Pennsylvania Arbitration and Peace Society, Director of American Peace Society.
1st mo. 17th, 1915.

"Facts and Ideals," by Rufus M. Jones, Litt.D., Haverford College.
1st mo. 17th, 1915.

Annual Contests in Public Speaking for the Everett Society Prize and the Alumni Prize in Oratory.
4th mo. 15th, 1915.

"The Woman Suffrage Amendment," by Frank W. Garrison, Miss Adella Potter and Miss Maud Bassett Gorham. Under the auspices of the Woman Suffrage Party of Haverford and Lower Merion Townships.
4th 21st, 1915.

Junior Day. 5th mo. 7th, 1915.

Senior Class Day. 6th mo. 10th, 1915.

Commencement Day. Commencement Exercises in Roberts Hall, with address by President Flavell Sweeten Luther, Ph.D., LL.D., of Trinity College, Hartford, Conn.

PRESIDENT'S REPORT.

The Class of 1890, as their 25-year gift, have **Donations** erected a stone entrance at the east end of Founders Hall, matching that on the south porch recently given by 1887.

The Class of 1905 have placed above the doorway to the Dining Hall an electric clock with the dial facing Roberts Hall.

Through the energy of a committee of the undergraduates a sum of money has been raised to increase the number and improve the quality of our tennis courts. There is still a demand for more additions for the use of this increasingly popular sport.

Another subscription, mostly from undergraduates, has given us a large net in the gymnasium in which basket-ball and other interests will have a place without the danger of damage to the walls and equipment.

A sum of \$500 has been given by ten interested friends for the care of the trees on the ground.

About \$9,000, nearly all subscribed by friends, has been spent on an addition to Chase Hall. This provides four new rooms for lectures and class exercises as well as a complete renovating of the heating, lighting and ventilation of the old building.

Another group of our friends has subscribed to remedy the acoustic properties of Roberts Hall, the plan for which has been worked out scientifically by our Dean.

An increase of the fund for "Bible Study

HAVERFORD COLLEGE.

and Religious Teaching" has been made by its founder. He has also expressed a desire that a liberal construction should be placed on the wording of the whole donation, so that part of it may now be applied to the teaching of history and related subjects.

Haverford was favored by being chosen by the American Philological Association and the Archaeological Institute of America as the place for their annual meeting during the Christmas holidays. Many of our neighbors kindly aided in entertaining the guests.

These many manifestations of friendship and approval are greatly appreciated by those associated with the administration.

Library

During the year ending 9th mo. 30th, 1915, there were added to the library 3,248 volumes, of which 1,240 were bought, 1,193 were gifts from various persons, 37 were purchased for the William H. Jenks collection, 7 were exchanged for duplicates, 512 were periodicals and pamphlets bound, and 249 were from the United States Government "on deposit." The total number of bound volumes in the library on the above date was 66,855.

During the year 9,400 volumes were withdrawn for use outside the building. Of this number 5,464 (including "overnight" books) were withdrawn by students, 3,136 by members of the faculty and others connected with the college, and 800 by residents on the college grounds and others.

Joshua L. Baily has presented to the College a number of framed portraits of worthy members of the Society of Friends of the 19th century. These have been placed at the eastern entrance of Founders Hall.

William P. Morris has given an oil portrait of Jacob P. Jones our largest financial benefactor.

PRESIDENT'S REPORT.

As a result of the two gifts of \$20,000 each to the library, reported a year ago, the resources at our command for the purchase of books have been greatly increased, and we now have about \$3,800 yearly which may be appropriated to this purpose. We are also gratified to hear of a bequest by Anna Yarnall, who made the library her residuary legatee. While the amount available from this source is still undetermined, it will ultimately add several thousand dollars to the income. It is most gratifying to be able to acknowledge such kindly aid to a department of the college in which all are interested, and is an indication of the wise forethought of a friend who recently added a stack room to the building.

We have tried the experiment of opening the Library on Seventh-Day evening and First-Day afternoon in addition to previous hours. The average attendance has been above 12 and 18, respectively.

The Morris Infirmary continues its useful work, and makes us perennially grateful to its donor for a most useful addition to our resources. The following figures show the extent of its work during the year:

Medical patients admitted to Infirmary.....	48
Medical patients treated during office hours..	385*
Medical patients returned for treatment.....	539†
Surgical patients admitted to Infirmary.....	27
Surgical patients treated during office hours....	299*
Surgical patients returned for treatment.....	625†

* New cases.

† Old cases.

HAVERFORD COLLEGE.

Operations.....	5
Contagious cases.....	0
Total number house patients.....	70
Total number office patients.....	1,862

College Problems

There has been much discussion of late, in perfectly loyal terms, of the subject of the sort of college as to size and character Haverford should aim to be in the future. The following suggestions have some bearing on the question.

We have adopted certain lines of policy which give us a reputation for "sound learning, scholarship and character," but which militate against a rapid or great increase of numbers. One of these is the requirement of entrance examinations. The whole body of American colleges for liberal instruction for men has gone over to the certificate system of entrance except Harvard, Yale, Columbia, Princeton and Haverford, and show no tendency to change back. The boy who has no special interest in Haverford finds it so much easier to present a certificate and be admitted without further trouble, than to undergo the strain and doubt connected with an examination, that many who in other respects would favor Haverford take the line of least resistance. This is not supposition, for we know the cases. It is probable that we could easily add fifty per cent to the size of our Freshman class by the adoption of the certificate system in the near future. Nor would all the additions be inferior in preparation. Among them would be found a

PRESIDENT'S REPORT.

number quite up to the standard of the average of the present members.

Another limitation to numbers is the requirement of dormitory residence for all but a few day students with homes in the vicinity of the college. The neighborhood offers but few boarding houses, and the scattered and often irresponsible grouping in a boarding house system would be undesirable. Our own rooms are now filled. The several additions we made this summer to our rooming capacity were immediately reserved. Any further increase must come, therefore, either from the abandonment of the present restrictions or from the erection of new dormitories.

Again, Haverford has required of its students a certain moral and intellectual standard in order to remain in the college. This has become so well known that students of depraved character or very easy-going intellectual habits do not seek admission or expect retention, and often by voluntary action save us the trouble of disciplinary effort. This eliminates not only the men of this sort but a certain following of foolish characters who think that college is a place "to see life," as they express it.

All of these causes have had their effect to hinder the growth of the college. As a matter of fact, for a long term the average yearly increase has been about five. By this slow

HAVERFORD COLLEGE.

growth the type of student has been preserved and improved, while equipment and endowment have increased faster than numbers.

There are many Haverfordians who approve of this policy and do not wish to see any more rapid growth; who care for small numbers as something desirable in itself and believe that more loose and ambitious tendencies would destroy certain qualities which differentiate Haverford from other small colleges, and give it rather a special place in the educational systems.

There are others who seriously believe that with our \$2,000,000 endowment, larger per student perhaps than any other American college possesses, we are not doing our duty by limiting the numbers. While not advocating any marked lowering of standards, they would use methods to increase attendance and secure money from the endowment or otherwise to give quarters to an indefinite increase.

From one point of view at least there is force in their argument. In the two upper years of the course, as a result of the division of students among many subjects, the classes are often small. Quite a number have less than ten members. These could nearly all be doubled without burdening the professor or lessening the value of the exercise for each student. More good would be done and more income would result to the college without any appreciable increased cost for tuition. In

PRESIDENT'S REPORT.

the lower years the argument would not be so strong.

Again, whatever may be our views as to the best size for the college, we would probably all agree that it would be better to have an increased number of applicants for admission. It is, of course, essential for a large college, and for a small one there would be an advantage in quality which a closer selection would permit. Any movement which has this for its object would probably receive general support.

The above is meant to be a fair statement of the situation on both sides. My own view is that for a time, at least, we should be content with the recent rate of growth without lowering of standards or uncollegiate methods of advertising, and that dormitory accommodations should be added as needed.

ISAAC SHARPLESS.

HAVERFORD, Tenth Month 8th, 1915.

PUBLICATIONS OF THE FACULTY

1914-1915

- BABBITT, JAMES A.—*Athletic Number*. Haverford College Bulletin, Vol. XIII, No. 6, June, 1915, 111 pp.
Some Labyrinthine Studies. Annals of Otology, Rhinology and Laryngology, September, 1914, 19 pp.
The Reconstruction of the Nasal Septum after the Submucous Operation. The Journal of the American Medical Association, Vol. LXIII, November 21, 1914, pp. 1822-1827.
- CADBURY, HENRY J.—Short articles and reviews in Present Day Papers, etc.
- FREEBURG, VICTOR O.—*Disguise Plots in Elizabethan Drama*. Columbia University Press, New York City, 1915, xi+241 pp.
- GUMMERE, FRANCIS B.—*Old English Ballads*, Tenth edition. Ginn & Co., xcvi+380 pp.
- GUMMERE, RICHARD M.—*The Modern Note in Seneca's Letters*. Classical Philology (of Chicago), Vol. X, No. 2, April, 1915, pp. 139-150.
Managing Editor for three numbers of the Alumni Quarterly, November, 1914, March, 1915, June, 1915.
The Classics in Schools and Colleges. The Westonian, Vol. XXI, No. 3, March, 1915, pp. 84-87.
- JONES, RUFUS M.—*Mysticism in Present-Day Religion*. Harvard Theological Review, Vol. VIII, No. 2, April, 1915, pp. 155-165.

PUBLICATIONS.

Editorials in Present Day Papers. Vol. II, Nos. 1-12.

KELSEY, RAYNER W.—*Recent Changes in the Teaching of History in Colleges and Universities*. History Teacher's Magazine, Vol. VI, No. 7, September, 1915. pp. 207-210.

The Preparation of History Teachers. Proceedings of the Association of History Teachers of the Middle States and Maryland, Vol. XII, 1914, p. 88.

A Letter of Josiah Coale, 1658. Bulletin of the Friends' Historical Society, Vol. VI, No. 1, November, 1914, pp. 2-5.

PRATT, HENRY S.—*Invertebrate Zoology*, Revised Edition. Ginn & Co., Boston, July, 1915, 240 pp.

SAWTELLE, WILLIAM O.—*The Electric Spark*. Astrophysical Journal, Vol. XLII, No. 2, September, 1915. pp. 163-171.

SHARPLESS, ISAAC.—*The American College*. Doubleday, Page & Co., New York, 1915, 220 pp.

THOMAS, ALLEN C.—*A Lonely Graveyard and the Early Friends in Western Cornwall*. Bulletin of the Friends' Historical Society, Vol. VI, No. 1, November, 1914, pp. 8-19.

Editorial work, reviews and notes in Bulletin of Friends Historical Society, 1914-1915.

SUMMARY OF THE ACCOUNT

OF THE TREASURER OF

THE CORPORATION OF HAVERFORD COLLEGE

For the Year ending Eighth mo. 31st, 1915.

RECEIPTS.

Income from investments:

General Endowment Fund.....	\$4,728.37
Thomas P. Cope Fund.....	281.69
Edward Yarnall Fund.....	300.75
Alumni Library Fund.....	836.25
Isaiah V. Williamson Fund.....	970.61
John Farnum Memorial Fund.....	1,856.07
John M. Whittall Fund.....	490.13
Richard T. Jones Scholarship Fund.....	225.00
David Scull Fund.....	1,993.41
Edward L. Scull Fund.....	590.32
Wistar Morris Memorial Fund.....	225.47
Mary Farnum Brown Library Fund.....	2,316.03
Mary M. Johnson Scholarship Fund.....	374.29
Sarah Marshall Scholarship Fund.....	356.53
Israel Franklin Whittall Fund.....	521.26
Jacob P. Jones Endowment Fund.....	46,072.71
Clementine Cope Fellowship Fund.....	1,159.98
John Farnum Brown Fund for Bible Study and Religious Teaching.....	10,831.89
Ellen Waln Fund.....	542.88
Clementine Cope Endowment Fund.....	1,072.55
Nathan Branson Hill Trust.....	4.60
Thomas Shipley Fund.....	229.50
Elliston P. Morris Fund.....	46.75

TREASURER'S REPORT.

Joseph E. Gillingham Fund.....	\$2,505.55	
President Sharpless Fund.....	2,138.22	
Henry Norris Fund.....	222.03	
William P. Henszey Fund.....	1,794.52	
Jacob P. Jones Benefit Fund.....	2,794.36	
Pliny Earle Chase Memorial Fund.....	214.31	
Special Endowment Fund.....	490.00	
Special Library Fund.....	245.00	
Haverford College Pension Fund.....	1,420.26	
Infirmary Endowment Fund.....	445.09	
John W. Pinkham Fund.....	222.88	
Mary W. B. Williams Fund.....	888.62	
Elizabeth H. Farnum Fund.....	709.48	
		<hr/>
		\$90,117.36
Board and tuition, cash.....	\$57,959.01	
Board and tuition, scholarships.....	15,325.00	
		<hr/>
		73,284.01
Board and tuition for succeeding year.....	2,415.00	
Board of professors.....	1,397.67	
Rents.....	2,967.80	
Stationery, etc.....	795.56	
Infirmary.....	969.86	
Income credited to Contingent Account.....	1,337.99	
Receipts for account of previous years.....	696.28	
Special Receipts for the Library.....	303.31	
Special Receipts for the Classical Fund.....	352.06	
Proceeds of real estate sold for account of Jacob P. Jones Endowment Fund.....		300.00
Proceeds of Sale of Crew House.....		5,000.00
Donations:		
To increase John Farnum Brown Fund....	\$8,971.95	
For Chase Hall.....	6,935.00	
From Haverford College Athletic Associa- tion.....	1,100.00	
For New Gymnasium Cage.....	300.50	
For Tennis Courts.....	255.09	
For new Athletic Fields.....	450.55	

HAVERFORD COLLEGE.

For Classical Fund.....	\$267.50	
For roadway.....	179.45	
For Tree Fund.....	500.00	
For Roberts Hall Fund.....	260.00	
For Scholarships.....	500.00	
For books, prizes, etc.....	119.47	
	<hr/>	\$19,839.51
Money borrowed temporarily.....		216,500.00
Investments realized:		
General Endowment Fund.....	\$12,100.00	
Alumni Library Fund.....	2,000.00	
John Farnum Memorial Fund.....	3,800.00	
David Scull Fund.....	400.00	
Edward L. Scull Fund.....	2,000.00	
Jacob P. Jones Endowment Fund.....	120,903.75	
Clementine Cope Fellowship Fund.....	1,000.00	
Joseph E. Gillingham Fund.....	5,000.00	
President Sharpless Fund.....	3,000.00	
Jacob P. Jones Benefit Fund.....	2,500.00	
Haverford College Pension Fund.....	3,600.00	
	<hr/>	156,303.75
Balance on hand Eighth month 31, 1914:		
In the hands of the President.....	\$1,502.63	
In the hands of the Treasurer.....	218.64	
	<hr/>	1,721.27
		<hr/>
		<u>\$574,301.43</u>

PAYMENTS.

Salaries.....	\$64,235.00
Provisions.....	21,746.39
Wages.....	13,375.85
Repairs and improvements.....	8,468.21
Fuel and lights.....	7,991.40
Interest.....	4,585.49
Family expenses and furniture.....	3,660.99

TREASURER'S REPORT.

Lawn.....	\$4,179.85
Taxes.....	2,981.00
Incidentals.....	146.66
Farm.....	1,145.44
Scientific equipment.....	1,561.74
Infirmary.....	1,643.60
Gymnasium, etc.....	1,993.42
Printing and advertising.....	1,143.78
Insurance.....	3.75
Books, etc., from income Alumni Library Fund	289.93
Books, etc., from Special Receipts for the Library.....	303.31
Books, etc., from income Special Library Fund	254.17
Books, etc., from income Mary Farnum Brown Library Fund.....	1,984.46
Lectures from income Mary Farnum Brown Library Fund.....	415.00
Lectures from income Thomas Shipley Fund.	150.00
Annuity from Pliny Earle Chase Memorial Fund.....	100.00
Pension.....	1,300.00
Prizes from income John B. Garrett Reading Prize Fund.....	45.97
Prizes from income John Farnum Brown Fund	147.79
Prize from income Elliston P. Morris Fund...	80.00
Expenses from special receipts for Classical Fund.....	352.06
Books from income Mary Wistar Brown Wil- liams Library Fund.....	372.29
	<hr/> \$144,657.55

Scholarships and Fellowships:

Income General Endowment Fund.....	\$1,600.00
Income Thomas P. Cope Fund.....	300.00
Income Edward Yarnall Fund.....	300.00
Income Isaiah V. Williamson Fund.....	900.00
Income Richard T. Jones Scholarship Fund	225.00
Income Mary M. Johnson Scholarship Fund	350.00
Income Sarah Marshall Scholarship Fund..	350.00

HAVERFORD COLLEGE.

Income Jacob P. Jones Endowment Fund..	\$9,200.00	
Income Clementine Cope Fellowship Fund..	900.00	
Income Joseph E. Gillingham Fund.....	800.00	
		<hr/> \$14,925.00

Paid out of Donation Account:

For Chase Hall.....	\$3,046.00	
For Haverford College Athletic Association	1,100.00	
For Tennis Courts.....	645.48	
For Tree Fund.....	500.00	
For New Gymnasium Cage.....	259.00	
For Scholarship.....	400.00	
For books, prizes, etc.....	473.09	
		<hr/> \$6,423.57

Paid temporarily on account of loans, out of funds awaiting investment.....	199,000.00
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Investments made:

General Endowment Fund.....	\$11,977.50	
Alumni Library Fund.....	979.12	
John Farnum Memorial Fund.....	3,913.63	
Edward L. Scull Fund.....	2,000.00	
Mary Farnum Brown Library Fund.....	2,937.37	
Jacob P. Jones Endowment Fund.....	121,397.88	
Clementine Cope Fellowship Fund.....	979.13	
John Farnum Brown Fund for Bible Study and Religious Teaching.....	12,679.51	
Joseph E. Gillingham Fund.....	4,895.63	
Jacob P. Jones Benefit Fund.....	20,312.12	
Haverford College Pension Fund.....	11,784.75	
		<hr/> 193,856.64

Balance on hand Eighth month 31, 1915:

In the hands of the President.....	\$1,087.79	
In the hands of the Treasurer.....	14,350.88	
		<hr/> 15,438.67
		<hr/> \$574,301.43

FINANCIAL STATEMENT

For the Year ending Eighth month 31, 1915.

Expenses of running the College, as per foregoing statement of the Treasurer.....	\$144,657.55
Charged off for cost of barn and President Sharpless's house improvements.....	2,500.00
Charged off cost of Athletic Fields previously charged to Donation Account.....	762.33
	<hr/>
	\$147,919.88
Net cash receipts for board and tuition, rents, farm and from all other sources connected with the business of the College.....	66,243.39
	<hr/>
Leaving a deficiency of.....	\$81,676.49
Income from Invested Funds and Donations applicable to Scholarships and running expenses.....	80,522.78
	<hr/>
Leaving a net deficiency for the year.....	\$1,153.71

REPORT ON EACH FUND

THOMAS P. COPE FUND.

Founded 1842.

Par value of invested funds.....	\$6,100.00
Principal uninvested.....	4.62
	<hr/>
Total fund.....	\$6,104.62
Income on hand at beginning of year.....	\$78.07
Income received during the year.....	281.69
	<hr/>
	359.76
Paid for Thomas P. Cope Scholarships.....	300.00
	<hr/>
Income on hand at end of the year.....	\$59.76

HAVERFORD COLLEGE.

GENERAL ENDOWMENT FUND.

Established 1847 and increased from time to time since.

Par value of invested funds.....	\$104,000.00
Principal uninvested.....	396.92
<hr/>	
Total fund.....	\$104,396.92
Income received during the year.....	4,728.37
Paid for scholarships.....	\$1,600.00
Paid for general college expenses.....	3,128.37
<hr/>	
	4,728.37

EDWARD YARNALL FUND.

Founded 1860.

Par value of invested funds.....	\$6,100.00
Principal uninvested.....	60.43
<hr/>	
Total fund.....	\$6,160.43
Income on hand at beginning of year.....	\$100.03
Income received during year.....	300.75
<hr/>	
	400.78
Paid for Edward Yarnall Scholarships.....	300.00
<hr/>	
Income on hand at end of year.....	\$100.78

ALUMNI LIBRARY FUND.

Established by the Alumni Association, 1863.

Par value of invested funds.....	\$17,700.00
Principal uninvested.....	1,182.00
<hr/>	
Total fund.....	\$18,882.00
Income overdrawn at beginning of year.....	\$427.27
Income received during the year.....	836.25
<hr/>	
	408.98
Paid for books, etc.....	289.93
<hr/>	
Income on hand at end of year.....	\$119.05

TREASURER'S REPORT.

ISAIAH V. WILLIAMSON FUND.

Founded 1876 and increased 1883.

Par value of invested funds.....	\$21,800.00
Principal uninvested.....	454.90
<hr/>	
Total fund.....	\$22,254.90
Income on hand at beginning of year.....	\$187.16
Income received during the year.....	970.61
<hr/>	
	1,157.77
Paid for scholarships.....	900.00
<hr/>	
Income on hand at end of year.....	\$257.77

JOHN FARNUM MEMORIAL FUND.

Established 1878, increased by Legacy of Elizabeth H. Farnum in 1899.

Par value of invested funds.....	\$41,400.00
Principal uninvested.....	94.47
<hr/>	
Total fund.....	\$41,494.47
Income received during the year.....	1,856.07
Paid toward support of Chair endowed by this fund....	1,856.07

JOHN M. WHITALL FUND.

Founded in 1880.

Par value of invested funds.....	\$10,500.00
Principal uninvested.....	251.31
<hr/>	
Total fund.....	\$10,751.31
Income received during the year.....	490.13
Appropriated for salaries.....	490.13

RICHARD T. JONES SCHOLARSHIP FUND.

Founded by Will of Jacob P. Jones, 1885.

Par value of the fund.....	\$5,000.00
Income received during the year.....	225.00
Paid for Richard T. Jones Scholarship.....	225.00

HAVERFORD COLLEGE.

DAVID SCULL FUND.

Founded 1885.

Par value of invested funds.....	\$46,800.00
Principal uninvested.....	728.14
<hr/>	
Total fund.....	\$47,528.14
Income received during the year.....	1,993.41
Paid toward salaries, etc.....	1,993.41

EDWARD L. SCULL LEGACY.

Received in 1885.

Par value of invested funds.....	\$12,100.00
Principal uninvested.....	97.48
<hr/>	
Total fund.....	\$12,197.48
Income received during the year.....	590.32
Appropriated for salaries.....	590.32

WISTAR MORRIS MEMORIAL FUND.

Founded 1892.

Par value of invested funds.....	\$5,000.00
Principal uninvested.....	124.24
<hr/>	
Total fund.....	\$5,124.24
Income received during the year.....	225.47
Appropriated for salaries.....	225.47

MARY FARNUM BROWN LIBRARY FUND.

Founded 1892.

Par value invested funds.....	\$56,400.00
Amount uninvested.....	432.65
<hr/>	
Total fund.....	\$56,832.65
Income received during the year.....	\$2,316.03
Income appropriated for books, etc.....	\$1,984.46
Income appropriated for lectures.....	415.00
<hr/>	
	\$2,399.46
Income overdrawn at end of year.....	83.43

TREASURER'S REPORT.

MARY M. JOHNSON SCHOLARSHIP FUND.

Founded 1897.

Par value of invested funds.....	\$8,000.00
Amount uninvested.....	429.85
<hr/>	
Total fund.....	\$8,429.85
Income on hand at beginning of year.....	\$118.89
Income received during the year.....	374.29
<hr/>	
	493.18
Paid for Mary M. Johnson Scholarships.....	350.00
<hr/>	
Income on hand at end of year.....	\$143.18

SARAH MARSHALL SCHOLARSHIP FUND.

Founded 1897.

Par value of invested funds.....	\$7,700.00
Amount uninvested.....	106.22
<hr/>	
Total fund.....	\$7,806.22
Income on hand at beginning of the year.....	\$60.22
Income received during the year.....	356.53
<hr/>	
	416.75
Paid for Sarah Marshall Scholarships.....	350.00
<hr/>	
Income on hand at end of the year.....	\$66.75

ISRAEL FRANKLIN WHITALL FUND.

Founded 1896.

Par value of invested funds.....	\$12,500.00
Amount uninvested.....	50.62
<hr/>	
Total fund.....	\$12,550.62
Income received during the year.....	521.26
Appropriated for salaries.....	521.26

HAVERFORD COLLEGE.

JACOB P. JONES ENDOWMENT FUND.

Founded 1897.

Par value of invested funds.....	\$961,625.00
Amount uninvested.....	6,596.03
<hr/>	
Total fund.....	\$968,221.03
Income received during the year.....	46,072.71
Appropriated for scholarships.....	\$9,200.00
Appropriated for general expenses.....	36,872.71
<hr/>	
	46,072.71

CLEMENTINE COPE FELLOWSHIP FUND.

Founded 1899.

Par value of invested funds.....	\$24,600.00
Amount uninvested.....	692.60
<hr/>	
Total fund.....	\$25,292.60
Income on hand at beginning of the year.....	\$394.24
Income received during the year.....	1,159.98
<hr/>	
	1,554.22
Paid for fellowships.....	900.00
<hr/>	
Income on hand at end of year.....	\$654.22

**JOHN FARNUM BROWN FUND FOR BIBLE STUDY AND
RELIGIOUS TEACHING.**

Founded 1900 and increased later.

Par value of invested funds.....	\$277,700.00
Amount uninvested.....	184.31
<hr/>	
Total fund.....	\$277,884.31
Income received during the year.....	10,831.89
Income appropriated for salaries.....	\$8,800.00
Income paid for prizes.....	147.79
Income transferred to principal.....	1,884.10
<hr/>	
	10,831.89

TREASURER'S REPORT.

ELLEN WALN FUND.

Founded 1900.

Par value of invested funds.....	\$11,000.00
Amount uninvested.....	97.10

Total fund.....	\$11,097.10
Income received during the year.....	542.88
Income appropriated for general expenses.....	542.88

CLEMENTINE COPE ENDOWMENT FUND.

Founded 1904.

Par value of invested funds.....	\$31,000.00
Amount uninvested.....	108.75

Total fund.....	\$31,108.75
Income received during the year.....	1,072.55
Income appropriated for general expenses.....	1,072.55

THOMAS SHIPLEY FUND.

Founded 1904.

Par value of invested funds.....	\$5,000.00
Amount uninvested.....	225.00

Total fund.....	\$5,225.00
Income on hand at beginning of the year.....	\$672.00
Income received during the year.....	229.50

	901.50
Income appropriated for lectures.....	150.00

Income on hand at end of the year.....	\$751.50
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NATHAN BRANSON HILL TRUST.

Fund Established in 1904, held in trust by Minneapolis Trust Company, Minneapolis, Minn.

Income received during the year.....	\$4.60
Income appropriated for general expenses.....	4.60

HAVERFORD COLLEGE.

ELLISTON P. MORRIS FUND.

Founded 1906.

Par value of invested funds.....	\$1,000.00
Amount uninvested.....	188.75
<hr/>	
Total fund.....	\$1,188.75
Income on hand at beginning of year.....	\$159.28
Income received during the year.....	46.75
<hr/>	
	206.03
Income appropriated for prizes.....	80.00
<hr/>	
Income on hand at end of the year.....	126.03

JOSEPH E. GILLINGHAM FUND.

Founded 1907.

Par value of invested funds.....	\$53,000.00
Amount uninvested.....	221.62
<hr/>	
Total fund.....	\$53,221.62
Income received during the year.....	2,505.55
Income appropriated for scholarships.....	\$800.00
Income appropriated for general expenses.....	1,705.55
<hr/>	
	\$2,505.55

PRESIDENT SHARPLESS FUND.

Founded 1907.

Par value of invested funds.....	\$41,000.00
Amount uninvested.....	3,371.99
<hr/>	
Total fund.....	\$44,371.99
Income received during year.....	2,138.22
Income added to Haverford College Pension Fund.....	2,138.22

PRESIDENT'S REPORT.

HENRY NORRIS FUND.

Founded 1907.

Par value of invested funds.....	\$5,500.00
Amount uninvested.....	41.17
<hr/>	
Total fund.....	\$5,541.17
Income received during year.....	222.03
Income appropriated for general expenses.....	222.03

JOHN B. GARRETT READING PRIZE FUND.

Founded 1908.

Par value of fund, all invested.....	\$2,000.00
Income on hand at beginning of year.....	\$96.54
Paid during the year for prizes.....	45.97
<hr/>	
Income on hand at end of the year.....	\$50.57

WILLIAM P. HENSZEY FUND.

Founded 1908 by Gift. Increased 1909 by Legacy.

Par value of invested funds.....	\$36,500.00
Principal uninvested.....	150.60
<hr/>	
Total fund.....	\$36,650.60
Income received during the year.....	1,794.52
Income added to Haverford College Pension Fund.....	1,794.52

JACOB P. JONES BENEFIT FUND.

**Founded 1909 from proceeds of land sold for account Jacob P. Jones
Legacy.**

Par value of invested funds.....	\$64,900.00
Amount uninvested.....	90.85
<hr/>	
Total fund.....	\$64,990.85
Income received during the year.....	2,794.36
Income added to Haverford College Pension Fund.....	2,794.36

HAVERFORD COLLEGE.

PLINY EARLE CHASE MEMORIAL FUND.

Founded 1909.

Par value of invested funds.....	\$4,300.00	
Amount uninvested.....	90.24	
		<hr/>
Total fund.....	\$4,390.24	
Income received during the year.....	214.31	
Income paid to annuitant.....	\$100.00	
Income added to Haverford College Pension Fund.....	114.31	
		<hr/>
		214.31

SPECIAL ENDOWMENT FUND.

Founded 1909.

Par value of funds, all invested.....	\$12,000.00	
Income received during the year.....	490.00	
Income on hand at end of year.....	490.00	

SPECIAL LIBRARY FUND.

Founded 1910.

Par value of fund, all invested.....	\$5,000.00	
Income on hand at beginning of the year.....	\$262.01	
Income received during the year.....	245.00	
		<hr/>
		507.01
Income used for purchase of books, etc.....	254.17	
		<hr/>
Income on hand at end of the year.....	\$252.84	

HAVERFORD COLLEGE PENSION FUND.

Founded 1910 and added to since, being accumulations of Income from the different Pension Funds.

Par value of invested funds.....	\$36,200.00	
Principal uninvested.....	3,494.47	
		<hr/>
Total fund.....	\$39,694.47	
Income received during the year.....	1,420.26	
Income added to the principal.....	1,420.26	

TREASURER'S REPORT.

INFIRMARY ENDOWMENT FUND.

Founded 1911.

Par value of invested funds.....	\$9,500.00
Amount uninvested.....	200.94
<hr/>	
Total fund.....	\$9,700.94
Income received during year.....	445.09
Income appropriated to maintenance of Infirmary.....	445.09

JOHN W. PINKHAM FUND.

Founded 1911.

Par value of invested funds.....	\$5,000.00
Amount uninvested.....	59.50
<hr/>	
Total fund.....	\$5,059.50
Income received during year.....	222.88
Income appropriated to maintenance of Infirmary.....	222.88

SCHOLARSHIP IMPROVEMENT PRIZE FUND.

Founded 1913.

Par value of funds, all invested.....	\$2,000.00
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MARY WISTAR BROWN WILLIAMS LIBRARY FUND.

Founded 1914.

Par value of invested funds.....	\$20,000.00
Amount uninvested.....	165.48
<hr/>	
Total fund.....	\$20,165.48
Income overdrawn at beginning of year.....	\$478.22
Income received during the year.....	888.62
<hr/>	
Income appropriated for books.....	\$410.40
<hr/>	
Income on hand at end of year.....	372.29
<hr/>	
Income on hand at end of year.....	\$38.11

HAVERFORD COLLEGE.

ELIZABETH H. FARNUM FUND.

Founded 1891.

The Principal of this Fund is held in Trust by The Provident Life and Trust Company of Philadelphia. The first income accrued to the College in 1914.

Par value of the fund, all invested.....	\$10,000.00
Income received during the year.....	709.48
Income appropriated for expenses.....	709.48

SUMMARY OF THE FUNDS.

General Endowment Fund.....	\$104,396.92
Thomas P. Cope Fund.....	6,104.62
Edward Yarnall Fund.....	6,160.43
Alumni Library Fund.....	18,832.00
Isaiah V. Williamson Fund.....	22,254.90
John Farnum Memorial Fund.....	41,494.47
John M. Whitall Fund.....	10,751.31
Richard T. Jones Scholarship Fund.....	5,000.00
David Scull Fund.....	47,528.14
Edward L. Scull Fund.....	12,197.48
Wistar Morris Memorial Fund.....	5,124.24
Mary Farnum Brown Library Fund.....	56,832.65
Mary M. Johnson Scholarship Fund.....	8,429.85
Sarah Marshall Scholarship Fund.....	7,806.22
Israel Franklin Whitall Fund.....	12,550.62
Jacob P. Jones Endowment Fund.....	968,221.03
Clementine Cope Fellowship Fund.....	25,292.60
John Farnum Brown Memorial Fund for Bible Study and Religious Teaching.....	277,884.31
Ellen Waln Fund.....	11,097.10
Clementine Cope Endowment Fund.....	31,108.75
Thomas Shipley Fund.....	5,225.00
Elliston P. Morris Fund.....	1,188.75
Joseph E. Gillingham Fund.....	53,221.62

TREASURER'S REPORT.

President Sharpless Fund.....	\$44,371.99
Henry Norris Fund.....	5,541.17
John B. Garrett Reading Prize Fund.....	2,000.00
William P. Henszey Fund.....	36,650.60
Jacob P. Jones Benefit Fund.....	64,990.85
Pliny Earle Chase Memorial Fund.....	4,390.24
Special Endowment Fund.....	12,000.00
Special Library Fund.....	5,000.00
Haverford College Pension Fund.....	39,694.47
Infirmary Endowment Fund.....	9,700.94
John W. Pinkham Fund.....	5,059.50
Scholarship Improvement Prize Fund.....	2,000.00
Mary Wistar Brown Williams Library Fund.....	20,165.48
Elizabeth H. Farnum Fund.....	10,000.00

Total par value	\$2,000,268.25
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being \$23,327.82 more than reported one year ago, as follows:

Proceeds of real estate sold for account of Jacob P. Jones Endowment Fund.....	\$300.00
Gifts to increase the John Farnum Brown Fund for Bible Study and Religious Teaching.....	8,971.95
Received in liquidation of Dunkirk Ore Mining Co. . .	657.50
Income added to Haverford College Pension Fund....	6,961.67
Other income credited to principal.....	1,884.10
Premiums on bonds sold and discount on bonds bought	3,214.61
Income credited to principal for Contingent Account.	1,337.99

Total increase as above.....	\$23,327.82
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We have made a careful examination of the cash book and accounts of the Treasurer of The Corporation of Haverford College for the year ending Eighth month 31st, 1915, and find them to agree with the statement of receipts and payments shown in the foregoing account. We have seen proper vouchers and receipts for all disbursements.

HAVERFORD COLLEGE.

The cash balance in the hands of the Treasurer at the end of the fiscal year was \$14,350.68 as stated.

(Signed) { EDWARD W. EVANS,
STANLEY R. YARNALL,
Auditing Committee.

PHILADELPHIA, Tenth month, 9th, 1915.

We have examined the securities belonging to The Corporation of Haverford College Eighth month 31st, 1915, and find them to agree with the foregoing statement of the Treasurer.

(Signed) { WM. H. HAINES,
FRANCIS STOKES,
Auditing Committee.

PHILADELPHIA, Tenth month, 4th, 1915.

DONATIONS FOR THE YEAR ENDING 8th MONTH 31st, 1915

For Increase of John Farnum Brown Library Fund:

T. Wistar Brown..... \$8,971.95

For Chase Hall Addition and Improvements:

Albert L. Baily.....	\$200.00
T. Wistar Brown.....	2,000.00
Francis R. Cope.....	10.00
William T. Elkinton.....	25.00
William H. Haines.....	500.00
C. S. and L. S. Hinchman.....	500.00
Abram F. Huston.....	200.00
Charles J. Rhoads.....	500.00
Alfred G. Scattergood.....	100.00
Horace E. Smith.....	250.00
Francis Stokes.....	50.00
Frederic H. Strawbridge.....	500.00
Edward B. Taylor.....	200.00
W. Graham Tyler.....	50.00
John M. Whitall.....	1,000.00
Francis A. White.....	250.00
Parker S. Williams.....	500.00
Asa S. Wing.....	100.00
	\$6,935.00

For Football Coach:

Haverford College Athletic Association..... \$1,100.00

For Scholarships:

Robert J. Ross.....	\$100.00
Alfred Percival Smith.....	400.00
	\$500.00

HAVERFORD COLLEGE.

For Tree Fund:

Samuel L. Allen.....	\$50.00
Albert L. Baily.....	50.00
Robert C. Banes.....	50.00
E. B. Cassatt.....	50.00
Robert B. Haines, 3d.....	50.00
Abram F. Huston.....	50.00
Alden Sampson.....	50.00
Alfred G. Scattergood.....	50.00
J. Henry Scattergood.....	50.00
John M. Whitall.....	50.00
	<hr/>
	\$500.00

For Athletic Field:

William E. Cadbury.....	\$5.00
Donald B. Cary.....	5.00
Clifford C. Collings.....	3.00
J. Horace Cook.....	25.00
Gerald H. Deacon.....	5.00
P. B. Deane.....	10.00
Harold A. Furness.....	5.00
Carroll A. Haines.....	5.00
J. Kuhns.....	10.00
W. W. Kurtz.....	10.00
E. M. Levis.....	3.00
Robert E. Miller.....	10.00
J. Kennedy Moorhouse.....	2.00
Reginald Morris.....	5.00
H. C. Petty.....	10.00
Jesse D. Philips.....	10.00
Alfred S. Roberts.....	5.00
Frederic H. Strawbridge.....	320.55
George H. Wood.....	2.00
	<hr/>
	\$450.55

For Gymnasium Cage:

Walter J. Buzby.....	\$10.00
G. D. Chandler.....	.50
Class of 1915.....	25.00

DONATIONS.

Class of 1916.....	\$25.00
Class of 1917.....	25.00
Class of 1918.....	25.00
William T. Elkinton.....	10.00
Haverford College Athletic Association.....	15.00
Walter C. Janney.....	10.00
J. O. Kerbaugh.....	10.00
J. E. Lloyd.....	10.00
H. H. Lowry.....	5.00
Charles J. Maxwell.....	5.00
Walter Mellor.....	5.00
C. C. Morris.....	10.00
W. P. Morris.....	5.00
R. L. Pearson.....	10.00
W. R. Rosemaessler.....	45.00
Winthrop Sargent, Jr.....	5.00
J. Henry Scattergood.....	10.00
W. P. Shipley.....	5.00
Frederic H. Strawbridge.....	10.00
E. R. Tatnall.....	5.00
S. Wagner, Jr.....	10.00
W. N. L. West.....	5.00

\$300.50

For Midwinter Classical Convention:

T. Wistar Brown.....	\$100.00
Richard T. Cadbury.....	5.00
Charles Edgerton.....	10.00
Edward W. Evans.....	5.00
A. F. Huston.....	20.00
M. E. Leeds.....	10.00
Charles J. Rhoads.....	10.00
E. L. Richie.....	10.00
Winthrop Sargent, Jr.....	25.00
J. Henry Scattergood.....	10.00
Charles S. Taylor.....	10.00
W. N. L. West.....	2.50
John C. Winston.....	10.00
Parker S. Williams.....	15.00

HAVERFORD COLLEGE.

L. Hollingsworth Wood.....	\$5.00	
Walter Wood.....	20.00	
		<hr/> \$267.50

For Roberts Hall Improvements:

Henry H. Collins.....	\$35.00	
E. Y. Hartshorne.....	15.00	
C. G. Hoag.....	10.00	
M. E. Leeds.....	35.00	
H. G. Lippincott.....	25.00	
James S. Rogers.....	5.00	
Martha E. Stephenson.....	5.00	
Charles S. Taylor.....	35.00	
W. Graham Tyler.....	25.00	
Parker S. Williams.....	35.00	
Minturn T. Wright.....	35.00	
		<hr/> \$260.00

For New Tennis Courts:

T. Wistar Brown.....	\$100.00	
Walter Morris Hart.....	10.00	
Charles H. Howson.....	5.00	
Francis Stokes.....	10.00	
Henry W. Stokes.....	10.00	
Students.....	15.09	
Francis A. White.....	25.00	
Parker S. Williams.....	80.00	
		<hr/> \$255.09

For Roadway:

Frederic H. Strawbridge.....	\$179.45
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For Library:

Albert S. Bolles.....	\$7.30	
Class of 1903.....	47.17	
John B. Garrett.....	10.00	
		<hr/> \$64.47

For Prizes:

Class of 1896.....	\$20.00
Class of 1898.....	10.00

DONATIONS.

Class of 1902.....	\$10.00	
Prof. L. W. Reid.....	10.00	
	<hr/>	\$50.00
For Lecture:		
Civic Club.....		\$5.00
		<hr/>
Total.....		\$19,839.51

GIFTS OF BOUND VOLUMES TO THE LIBRARY

1914-1915

Juliana Wood.....	380
Esther Morton Smith.....	189
Classical Clubs.....	39
Class of 1903.....	30
Dr. R. W. Kelsey.....	21
Dr. A. S. Bolles.....	19
Norman Penney.....	18
Edward Woolman.....	12

And many others, one or more each.

HAVERFORD COLLEGE BULLETIN

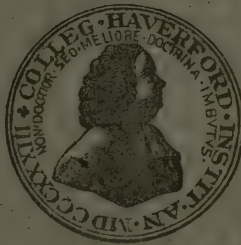
VOL. XIV

FIRST MONTH, 1916

No. 3

Catalogue

1915-1916



Issued eight times a year by
Haverford College, Haverford, Pa.

Entered December 10th, 1902, at Haverford, Pa.,
as Second Class Matter under Act of Congress of July 16th, 1894.

CATALOGUE
OF
Haverford College
1915-1916



HAVERFORD, PA.

1916

	S	M	T	W	T	F	S		S	M	T	W	T	F	S
January	..	..	..	..	..	..	1	July	..	..	..	..	..	..	1
	2	3	4	5	6	7	8		2	3	4	5	6	7	8
	9	10	11	12	13	14	15		9	10	11	12	13	14	15
	16	17	18	19	20	21	22		16	17	18	19	20	21	22
	23	24	25	26	27	28	29		23	24	25	26	27	28	29
	30	31	..	..	..	..	..		30	31	..	..	..	..	..
February	..	..	1	2	3	4	5	August	..	..	1	2	3	4	5
	6	7	8	9	10	11	12		6	7	8	9	10	11	12
	13	14	15	16	17	18	19		13	14	15	16	17	18	19
	20	21	22	23	24	25	26		20	21	22	23	24	25	26
	27	28	29	..	..	..	..		27	28	29	30	31	..	..
March	..	..	..	1	2	3	4	September	..	..	..	..	..	1	2
	5	6	7	8	9	10	11		3	4	5	6	7	8	9
	12	13	14	15	16	17	18		10	11	12	13	14	15	16
	19	20	21	22	23	24	25		17	18	19	20	21	22	23
	26	27	28	29	30	31	..		24	25	26	27	28	29	30
April	..	..	..	..	..	..	1	October	1	2	3	4	5	6	7
	2	3	4	5	6	7	8		8	9	10	11	12	13	14
	9	10	11	12	13	14	15		15	16	17	18	19	20	21
	16	17	18	19	20	21	22		22	23	24	25	26	27	28
	23	24	25	26	27	28	29		29	30	31	..	..	..	..
	30	..	..	..	..	..	..		..	..	..	..	..	..	..
May	..	1	2	3	4	5	6	November	..	..	..	1	2	3	4
	7	8	9	10	11	12	13		5	6	7	8	9	10	11
	14	15	16	17	18	19	20		12	13	14	15	16	17	18
	21	22	23	24	25	26	27		19	20	21	22	23	24	25
	28	29	30	31	..	..	..		26	27	28	29	30	..	..
June	..	..	..	..	1	2	3	December	..	..	..	..	..	1	2
	4	5	6	7	8	9	10		3	4	5	6	7	8	9
	11	12	13	14	15	16	17		10	11	12	13	14	15	16
	18	19	20	21	22	23	24		17	18	19	20	21	22	23
	25	26	27	28	29	30	..		24	25	26	27	28	29	30
									31	..	..	..	..	..	..

1917

	S	M	T	W	T	F	S		S	M	T	W	T	F	S
January	..	1	2	3	4	5	6	April	1	2	3	4	5	6	7
	7	8	9	10	11	12	13		8	9	10	11	12	13	14
	14	15	16	17	18	19	20		15	16	17	18	19	20	21
	21	22	23	24	25	26	27		22	23	24	25	26	27	28
	28	29	30	31	..	..	..		29	30	..	..	..	..	..
February	..	..	..	..	1	2	3	May	..	..	1	2	3	4	5
	4	5	6	7	8	9	10		6	7	8	9	10	11	12
	11	12	13	14	15	16	17		13	14	15	16	17	18	19
	18	19	20	21	22	23	24		20	21	22	23	24	25	26
	25	26	27	28	..	..	..		27	28	29	30	31	..	..
March	..	..	..	..	1	2	3	June	..	..	..	..	..	1	2
	4	5	6	7	8	9	10		3	4	5	6	7	8	9
	11	12	13	14	15	16	17		10	11	12	13	14	15	16
	18	19	20	21	22	23	24		17	18	19	20	21	22	23
	25	26	27	28	29	30	31		24	25	26	27	28	29	30

College Days in heavy-faced type.

CALENDAR

1915-1916

Examinations for Admission.....9th Mo. 20, 21, 22, 1915
College Year, 1915-1916, begins, 9.10 A. M....9th Mo. 23
First Quarter ends, 4.00 P. M.....11th Mo. 17
Thanksgiving Recess.....11th Mo. 25, 26, 27, 28
Winter Recess begins, 4.00 P. M.....12th Mo. 22
Winter Recess ends, 8.30 A. M.....1st Mo. 6, 1916
Second Half-year begins, 8.30 A. M.....2nd Mo. 7
Third Quarter ends, 1.00 P. M.....3rd Mo. 25
Spring Recess begins, 1.00 P. M.....3rd Mo. 25
Spring Recess ends, 8.30 A. M.....4th Mo. 3
Senior Class Day.....6th Mo. 15
Commencement and Alumni Day.....6th Mo. 16
Examinations for Admission.....6th Mo. 19, 20, 21

1916-1917

Examinations for Admission.....9th Mo. 25, 26, 27, 1916
College Year, 1916-1917, begins, 9.10 A. M....9th Mo. 28
First Quarter ends, 4.00 P. M.....11th Mo. 22
Thanksgiving Recess.....11th Mo. 30, 12th Mo. 1, 2, 3
Winter Recess begins, 4.00 P. M.....12th Mo. 20
Winter Recess ends, 8.30 A. M.....1st Mo. 4, 1917
Second Half-year begins, 8.30 A. M.....2nd Mo. 12
Spring Recess begins, 1.00 P. M.....3rd Mo. 24
Spring Recess ends, 8.30 A. M.....4th Mo. 2
Third Quarter ends, 1.00 P. M.....4th Mo. 7
Senior Class Day.....6th Mo. 14
Commencement and Alumni Day.....6th Mo. 15
Examinations for Admission.....6th Mo. 18, 19, 20

HAVERFORD COLLEGE

HISTORY AND DESCRIPTION

Haverford College was founded in 1833. It owes its origin to the insight and energy of a few members of the Society of Friends from Philadelphia and New York, who, in the spring of 1830, conceived the idea of founding an institution for education in the higher branches of learning. Its object, in the words of the founders, was "to combine sound and liberal instruction in literature and science with a religious care over the morals and manners, thus affording to the youth of our Society an opportunity of acquiring an education equal in all respects to that which can be obtained at colleges."

The founders were incorporated in 1833 under the laws of the Commonwealth of Pennsylvania into the Haverford School Association, a body now known as the Corporation of Haverford College. This corporation elects a board of managers for the control of its affairs and for the administration of its funds. For the founding of the school sixty thousand dollars was raised; but the sum proved insufficient for its maintenance, and for many years the financial deficit was met by liberal subscriptions of friends.

From 1845 to 1848 the school was closed in order to allow the funds to accumulate and to give time for the collection of an endowment. Since that time, by a number of generous bequests and donations, the amount of invested funds yielding interest has been increased to nearly two million dollars.

The first building of the College was Founders Hall,

HAVERFORD COLLEGE

erected in 1833. The Observatory was built in 1852, and enlarged in 1883. Alumni Hall was built in 1863, and enlarged in 1898 and 1912 to meet the growing needs of the Library. In 1877 Barclay Hall, a dormitory, was erected by friends of the College. The Mechanical Laboratory was established in 1884, and was provided with a new building in 1890; this was burned down in 1896, and Whitall Hall, a new three-story structure, was built. The Biological Laboratory was established in 1886; Chase Hall, for lectures and recitations and the Physical Laboratory were built in 1888. The Cricket Shed was erected in 1893. In more recent years during a period of rapid development made possible largely by the general and unfailing cooperation of the alumni, the following additions have been made to the College equipment: in 1899, Lloyd Hall, a dormitory; in 1900, a large and well equipped Gymnasium; in 1903, Roberts Hall, the gift of Lucy Branson Roberts, with College offices and a large auditorium; in 1903, Merion Hall, a dormitory, remodeled from the old Haverford Grammar School building; in 1905, an additional wing to Founders Hall for dining halls and kitchen; in 1906, a permanent building for the heating and lighting plant; in 1907, the enlargement of Merion Hall; in 1909, the Haverford Union, a building presented by Alfred Percival Smith, '84; in 1910, the Chemical Laboratory; in 1912, the Morris Infirmary, given by John T. Morris, '67; in 1913 a new section of Lloyd Hall, given by the estate of the late Justus C. Strawbridge, and a concrete grandstand, the gift of Horace E. Smith, '86. In addition to these College buildings there are a number of residences on the grounds which are occupied for the most part by professors.

HISTORY AND DESCRIPTION

The College has a pleasant and healthful location in the township of Haverford, Delaware County, Pennsylvania, nine miles west of the center of Philadelphia. It is accessible by the main line of the Pennsylvania Railroad and by the Philadelphia and Western Railway. The selection of this site is thus described by the first managers: "We wished to procure a farm in a neighborhood of unquestionable salubrity—within a short distance of a Friends' meeting—of easy access from this city at all seasons of the year . . . recommended by the beauty of the scenery and a retired situation." And they reported that they had purchased for the sum of \$17,865 "an oblong tract of 198½ acres . . . nearly south of the *eight mile* stone on the Lancaster Turnpike." This property has since been increased to two hundred and twenty-five acres with an estimated present value of over one and one-half million dollars. While the greater part is retained as farm and woodland, a lawn of sixty acres was long ago graded and tastefully planted with trees and shrubs by a landscape gardener, so that the natural beauty of the location has increased with passing years. The grounds include four fields for cricket, American Rugby and association football, a running-track, six tennis courts, and a pond for skating.

Parallel with its material growth there have been changes in the inner life of the College which have affected the methods of administration rather than the essential principles on which the institution was founded. It has gradually increased in number of students but still enjoys the advantages of a small college. From the first it gave instruction of collegiate scope and grade. Accordingly in 1856 the name was changed from school to college and the right to confer degrees was granted by the Legis-

HAVERFORD COLLEGE

lature. In 1861 the preparatory department was abolished. General courses are now given in arts and science. The generous endowment for salaries and pensions enables the College to maintain a faculty of unusual size in proportion to the number of students, and to expend for the instruction, board, and lodging of each student about twice the sum which he pays.

In accordance with the modern ideals of religious and moral education, the students enjoy ample liberty, safeguarded by their wholesome physical life, by the traditions of the College, and by the intimate association with their professors and fellow-students. The deep religious spirit bequeathed by the Quaker founders has been carefully cherished, and high ideals of life and conduct are maintained, but in the admission of students and in the appointment of instructors there are no denominational distinctions. The aims of Haverford have been gradually developing and its function is becoming more and more clear—"to encourage the growth, among a limited number of young men, of vigorous bodies, scholarly minds, strong characters, and a real religious experience."

CORPORATION

President

T. WISTAR BROWN.....235 Chestnut St., Philadelphia

Secretary

J. STOGDELL STOKES.....Summerdale, Philadelphia

Treasurer

ASA S. WING.....409 Chestnut St., Philadelphia

BOARD OF MANAGERS

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T. WISTAR BROWN.....235 Chestnut St., Philadelphia

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HAVERFORD COLLEGE

Term Expires 1916

FRANCIS STOKES.....Locust Ave., Germantown, Phila.
GEORGE VAUX, JR.....1606 Morris Building, Phila.
STEPHEN W. COLLINS.....63 Wall St., New York, N. Y.
FREDERIC H. STRAWBRIDGE.....801 Market St., Phila.
J. HENRY SCATTERGOOD.....648 Bourse Building, Phila.
JONATHAN M. STEERE.....Girard Trust Co., Phila.
L. HOLLINGSWORTH WOOD.....Mt. Kisco, N. Y.
STANLEY R. YARNALL.....Media, Pa.

Term Expires 1917

BENJAMIN H. SHOEMAKER.....205 N. Fourth St., Phila.
WALTER WOOD.....400 Chestnut St., Phila.
WILLIAM H. HAINES.....1136 Ridge Ave., Phila.
FRANCIS A. WHITE...1221 N. Calvert St., Baltimore, Md.
JOHN M. WHITALL.....410 Race St., Phila.
ISAAC SHARPLESS.....Haverford, Pa.
MORRIS E. LEEDS, 4901 Stenton Ave., Germantown, Phila.
EDWARD W. EVANS.....1230 Arch St., Phila.

Term Expires 1918

JAMES WOOD.....Mt. Kisco, N. Y.
ABRAM F. HUSTON.....Coatesville, Pa.
SAMUEL L. ALLEN.....1101 Market St., Phila.
THOMAS F. BRANSON.....Rosemont, Pa.
SETH K. GIFFORD, Moses Brown School, Providence, R. I.
CHARLES J. RHOADS.....408 Chestnut St., Phila.
DANIEL SMILEY.....Mohonk Lake, N. Y.
ALBERT L. BAILY.....30 S. 15th St., Phila.

FACULTY

1915-1916

ISAAC SHARPLESS, Sc.D., LL.D., L.H.D.
President.

ALLEN CLAPP THOMAS, A.M.
Consulting Librarian and Emeritus Professor of History.

LYMAN BEECHER HALL, Ph.D.
John Farnum Professor of Chemistry.

FRANCIS BARTON GUMMERE, Ph.D., LL.D., Litt.D.
Professor of English Literature.

HENRY SHERRING PRATT, Ph.D.
David Scull Professor of Biology.

JAMES ADDISON BABBITT, A.M., M.D.
Professor of Hygiene and Physical Education.

RUFUS MATTHEW JONES, A.M., Litt.D.
Professor of Philosophy.

OSCAR MARSHALL CHASE, S.M.
Registrar and Assistant Professor of Drawing.

ALBERT SIDNEY BOLLES, Ph.D., LL.D.
Lecturer on Commercial Law and Banking.

DON CARLOS BARRETT, Ph.D.
Professor of Economics.

H A V E R F O R D C O L L E G E

LEGH WILBER REID, PH.D.
Professor of Mathematics.

WILLIAM WILSON BAKER, PH.D.
Associate Professor of Greek.

FREDERIC PALMER, JR., PH.D.
Dean and Associate Professor of Physics.

LEON HAWLEY RITTENHOUSE, M.E.
Associate Professor of Mechanics and Electricity.

RICHARD MOTT GUMMERE, PH.D.
Associate Professor of Latin.

ALEXANDER GUY HOLBORN SPIERS, PH.D.
Associate Professor of Romance Languages.

RAYNER WICKERSHAM KELSEY, PH.D.
Associate Professor of History.

ALBERT HARRIS WILSON, PH.D.
Associate Professor of Mathematics.

THOMAS KITE BROWN, JR., A.M.
Assistant Professor of German.

*HENRY JOEL CADBURY, PH.D.
Assistant Professor of Biblical Literature.

WILLIAM OTIS SAWTELLE, A.M.
Assistant Professor of Physics.

FRANK DEKKER WATSON, PH.D.
Associate Professor of Social Work.

* Absent on leave during first half-year, 1915-16.

FACULTY

EDWARD DOUGLAS SNYDER, PH.D.
Assistant Professor of English.

WILLIAM HENRY COLLINS, A.M.
Superintendent of Buildings and Grounds.

HELEN SHARPLESS
Acting Librarian.

PAUL W. WEAVER
Assistant in the Engineering Laboratory.

FREDERICK MURDOCH HENLEY, S.B.
Assistant in the Chemical Laboratory.

CARROLL DUNHAM CHAMPLIN, A.M.
Assistant in English.

EDGAR MILTON BOWMAN, A.B.
Assistant in French.

JOHN E. WOLF
Assistant in Physical Training.

STANDING COMMITTEES OF THE FACULTY

LIBRARY—President Sharpless, Chairman; Professors Thomas, Hall, F. B. Gummere, and Jones.

DELINQUENT STUDENTS—Professor Reid, Chairman; Professors Babbitt, Barrett, and Dean Palmer.

STUDENT PETITIONS—Dean Palmer, Chairman; Professors Barrett, Rittenhouse, and Spiers.

ATHLETICS—President Sharpless, Chairman; Professors Babbitt, R. M. Gummere, Brown, and Dean Palmer.

ADVANCED DEGREES—Professor F. B. Gummere, Chairman; Professors Hall, Jones, Reid, and R. M. Gummere.

EDITOR OF CATALOGUE—Professor Cadbury.

STUDENTS

The letter A after the name of a student indicates that he is taking the Arts Course; s, the Course in General Science; e, the Course in Engineering. In the last column is given the number of the student's room; Bn is an abbreviation for Barclay Hall, North; Bc, for Barclay Hall, Center; Bs, for Barclay Hall, South; F, for Founders Hall; L, for Lloyd Hall; M, for Merion Hall; D, for day-student. An asterisk (*) indicates that a student is not in full class standing. See Deficient Students, page 87.

GRADUATE STUDENTS

Baird, Donald Galbraith	<i>Beverly, N. J.</i>	71 Bn
S.B. (Haverford College) 1915.		
Bowman, Edgar Milton	<i>Kinzer, Pa.</i>	33 Bc
A.B. (Haverford College) 1915.	Assistant.	French.
Champlin, Carroll Dunham	<i>Towanda, Pa.</i>	42 Bc
A.B.; A.M. (Haverford College) 1914, 1915.	Assistant.	English.
Dunn, Emmett Reid	<i>Alexandria, Va.</i>	44 Bc
A.B. (Haverford College) 1915.	Teaching Fellow.	Biology.
Henley, Fred Murdoch	<i>Gaffney, S. C.</i>	33 Bc
S.B. (Guilford College) 1914.	Assistant.	Chemistry.
Whipple, Paul Kimball	<i>Germantown, Pa.</i>	44 Bc
A.B. (Haverford College) 1915.	Teaching Fellow.	Latin.

SENIOR CLASS

Allen, Wilmar Mason	A	<i>Ridley Park, Pa.</i>	22 Bs
Bangham, Ralph Vandervort	s	<i>Wilmington, Ohio.</i>	1 F
Barker, Albert Winslow	A	<i>Moylan, Pa.</i>	1 Bs
*Bray, William McKinley	A	<i>Bridgeport, Pa.</i>	D
Buffum, Frederick Cyrus, Jr.	s	<i>Westerly, R. I.</i>	12 M
Carey, James, 3d	A	<i>Baltimore, Md.</i>	24 Bs

HAVERFORD COLLEGE

Cary, Frank Wing	s	Baltimore, Md.	38 Bc
Cooper, Joseph Arthur	s	Coatesville, Pa.	8 M
Corson, Bolton Langdon	s	Plymouth Meeting, Pa.	39 Bc
Dunlap, George Arthur	A	Philadelphia, Pa.	109 M
Ellison, James Sprague, Jr.	s	Philadelphia, Pa.	23 Bs
*Faries, Walter Reichner	A	Bala, Pa.	101 M
Garrigues, Albert Graham	s	Haverford, Pa.	D
Hannum, William Townsend	A	Rosedale, Pa.	35 Bc
Hunter, Perry Ashbridge	A	Norristown, Pa.	23 Bs
Kendig, Raymond Clare	s	Glen Rose, Pa.	5 F
Kirk, William Thompson, 3d	s	Beverly, N. J.	24 Bs
Knowlton, Henry Earle	s	Haverford, Pa.	40 Bc
Kuhns, John	s	Greensburg, Pa.	63 Bn
Lawson, Mennis	s	Burke's Garden, Va.	3 L
Leidy, Philip Ludwell	s	Philadelphia, Pa.	7 L
Love, John Gray, Jr.	A	Bellefonte, Pa.	37 Bc
Lukens, Edward Fell, Jr.	A	Germantown, Pa.	39 Bc
Martwick, William Lorimer	s	Brooklyn, N. Y.	35 Bc
Maxwell, John Gordon	s	Merchantville, N. J.	8 M
Mengert, Ulric Johnson	A	Washington, D. C.	21 Bs
Moon, Edward Randolph	s	Fallsington, Pa.	38 Bc
Morgan, Sherman Parker	A	Wheeling, W. Va.	22 Bs
Oberholtzer, Charles Herman, Jr.	s	Mont Clare, Pa.	6 L
Sharpless, Francis Parvin	A	West Chester, Pa.	12 M
Shipley, James Emlen	A	Germantown, Pa.	16 Bs
Steere, Isaac Thomas	s	Chepachet, R. I.	21 Bs
Stokes, Joseph, Jr.	A	Moorestown, N. J.	16 Bs
Stone, Albert Hendrix	A	Whittier, Calif.	3 F
Thiers, Frank Harrison	s	Wichita, Kan.	1 F
*Wagner, Samuel, Jr.	A	Philadelphia, Pa.	72 Bn
*Wendell, Douglas Cary	A	Wayne, Pa.	37 Bc
Winslow, Oliver Parry	s	Baltimore, Md.	1 Bs
Wood, Joseph Densmore	s	Tamworth, N. H.	3 F

STUDENTS

JUNIOR CLASS

Ayusawa, Iwas Frederick	S	<i>Tokio, Japan.</i>	D
Baily, William Lloyd, Jr.	S	<i>Ardmore, Pa.</i>	7 Bs
Brodhead, Horace Beale	A	<i>Parkesburg, Pa.</i>	7 Bs
Brown, Charles Farwell	A	<i>Brookline, Mass.</i>	69 Bn
Brown, Ernest Lancaster	A	<i>Moorestown, N. J.</i>	112 M
Buzby, John Howard	S	<i>Atlantic City, N. J.</i>	8 L
Chamberlin, William Henry	A	<i>Philadelphia, Pa.</i>	102 M
Chandler, George Donald	S	<i>Hockessin, Del.</i>	43 Bc
*Clement, DeWitt Crowell	S	<i>Philadelphia, Pa.</i>	41 Bc
Crosman, Willard Martin Rice	S	<i>Haverford, Pa.</i>	D
Forsythe, Jesse Garrett	A	<i>Wallingford, Pa.</i>	70 Bn
Gardiner, William John	S	<i>Moorestown, N. J.</i>	67 Bn
Gibson, Robert	A	<i>Everett, Pa.</i>	41 Bc
Greene, Joseph Warren, III,	A	<i>Wickford, R. I.</i>	14 Bs
Haines, Robert Bowne, 3d	A	<i>Germantown, Pa.</i>	1 L
Hall, Albert Winter	S	<i>Berwyn, Ill.</i>	68 Bn
Howland, Weston	A	<i>New Bedford, Mass.</i>	69 Bn
*Inman, Arthur Crew	S	<i>Atlanta, Ga.</i>	6 L
Jones, Herbert Lawrence	S	<i>Waterville, Me.</i>	14 M
Klock, Harvey	A	<i>Herndon, Pa.</i>	43 Bc
Laverty, Maris Alexander	S	<i>Bala, Pa.</i>	67 Bn
Lawrence, Edwin Field, Jr.	S	<i>Sterling, Ill.</i>	2 L
Little, William Clark	A	<i>Swarthmore, Pa.</i>	17 M
McKinstry, Hugh Exton	S	<i>West Chester, Pa.</i>	28 Bc
Metcalf, Robert Davis	S	<i>Worcester, Mass.</i>	116 M
Miller, Robert Boyd	A	<i>Pittsburgh, Pa.</i>	28 Bc
Moore, Gilbert Henry	A	<i>Narberth, Pa.</i>	1 L
Napier, Arthur Howell	A	<i>Chestnut Hill, Pa.</i>	8 Bs
Painter, Donald Hinshaw	A	<i>Dayton, Ohio</i>	1 M
Price, Edmund Taber	S	<i>New Bedford, Mass.</i>	14 Bs
Ramsey, Lawrence Marshall	A	<i>Sterling, Kan.</i>	7 F

HAVERFORD COLLEGE

Sangree, Carl Michael	A	<i>Philadelphia, Pa.</i>	8 F
Schoepperle, Hubert Vinzens	A	<i>Hamburg, N. Y.</i>	14 M
Snader, Edward Roland, Jr.	S	<i>Philadelphia, Pa.</i>	D
Spaeth, John William, Jr.	A	<i>Philadelphia, Pa.</i>	107 M
Spellissy, Arthur Emerson	A	<i>Germantown, Pa.</i>	19 L
Strawbridge, Justus Clayton, 2d	A	<i>Germantown, Pa.</i>	19 L
VanDam, Colby Dorr	A	<i>New York, N. Y.</i>	66 Bn
VanDam, Loring	A	<i>New York, N. Y.</i>	66 Bn
*Weller, Henry Seymour	S	<i>Milwaukee, Wis.</i>	2 L
Weston, Edward Mitchell	A	<i>Philadelphia, Pa.</i>	68 Bn
Whitson, Thomas Barclay	S	<i>Moylan, Pa.</i>	11 M
Wilson, James Gordon	S	<i>Narberth, Pa.</i>	D
Zerega, John Whitman	S	<i>Plainfield, N. J.</i>	12 Bs

SOPHOMORE CLASS

*Alexander, John William	A	<i>Philadelphia, Pa.</i>	D
Arnold, Harrison Heikes	A	<i>Dillsburg, Pa.</i>	111 M
Barrie, Robert, Jr.	S	<i>Haverford, Pa.</i>	D
*Bell, Herbert Hallock	S	<i>Milton, N. Y.</i>	9 M
Buzby, George Haines	S	<i>Atlantic City, N. J.</i>	8 L
Cleveland, Arthur Horton, Jr.	A	<i>Chadd's Ford, Pa.</i>	25 Bc
*Coleman, Henry Frederick, Jr.	S	<i>Logan, Pa.</i>	4 Bs
*Cooper, Bennett Smedley	S	<i>Moorestown, N. J.</i>	64 Bn
*Crosman, John Marshall	S	<i>Haverford, Pa.</i>	D
Curtis, Stephen	A	<i>Wilmington, Del.</i>	5 Bs
*Deacon, Frank	S	<i>Germantown, Pa.</i>	61 Bn
Deweese, Alfred Henry	S	<i>Philadelphia, Pa.</i>	6 M
*Fitts, Dwight Robert	S	<i>Kansas City, Mo.</i>	21 L
Gilmour, Neil	A	<i>Ballston Spa, N. Y.</i>	13 Bs
Greer, Robert Bratton	A	<i>Johnstown, Pa.</i>	19 Bs
Hallett, Henry McClellan, 2d	A	<i>Lansdowne, Pa.</i>	15 Bs
Hayman, Joseph Marchant, Jr.	A	<i>Germantown, Pa.</i>	5 Bs

STUDENTS

Hisey, John Alan, Jr.	A	<i>Philadelphia, Pa.</i>	6 F
Hoffman, William Alexander	S	<i>Chadd's Ford, Pa.</i>	13 Bs
Hynson, Matthew Manlove	S	<i>Milford, Del.</i>	2 Bs
Kendall, John Wiley	A	<i>Washington, D. C.</i>	21 L
Koons, Henry Webster	A	<i>Philadelphia, Pa.</i>	113 M
*LeClercq, Jack George Clemen- ceau Schuman	A	<i>Carlsbad, Austria</i>	60 Bn
Lester, Evan Jones, Jr.	A	<i>Jenkintown, Pa.</i>	6 M
Long, Charles-Francis	A	<i>Wilkes-Barre, Pa.</i>	10 Bs
*Moore, Robert Whitcomb	S	<i>Narberth, Pa.</i>	22 L
Moore, Willard Brown	A	<i>Dubois, Pa.</i>	22 L
Nevin, Walter Scott	A	<i>Narberth, Pa.</i>	62 Bn
Painter, Herbert Joseph	A	<i>Dayton, Ohio</i>	4 M
Porter, Edward Arthur Gribbon	S	<i>Moylan, Pa.</i>	18 Bs
*Sharp, Joseph Webster, 3d	A	<i>Berwyn, Pa.</i>	6 Bs
Shipley, Morris Shotwell, Jr.	S	<i>Haverford, Pa.</i>	D
Stief, David Ralston	A	<i>Philadelphia, Pa.</i>	9 Bs
Taber, John Clarkson	S	<i>Brooklyn, N. Y.</i>	15 Bs
Tatum, Oliver Parry	S	<i>Llanerch, Pa.</i>	5 M
*Thacher, John Wilkins	S	<i>Philadelphia, Pa.</i>	20 L
Thornton, Percy Stokes	S	<i>Wayne, Pa.</i>	D
Thorpe, Edward Sheppard, Jr.	S	<i>Frankford, Pa.</i>	59 Bn
Tomlinson, Albert Hibbs	S	<i>Swarthmore, Pa.</i>	20 Bs
Townsend, Alfred James	A	<i>Boston, Mass.</i>	25 Bc
Webb, Kenneth Waldie	A	<i>Germantown, Pa.</i>	29 Bc
Wright, William Jenks	A	<i>Chestnut Hill, Pa.</i>	6 Bs

FRESHMAN CLASS

Balderston, Richard Mead	S	<i>Colora, Md.</i>	26 Bc
Bathey, Richard Thompson	S	<i>Providence, R. I.</i>	7 M
Brockelbank, William John	A	<i>Newmarket, Ont.</i>	31 Bc
Chapman, Samuel Hudson, Jr.	A	<i>Philadelphia, Pa.</i>	18 L

HAVERFORD COLLEGE

Corson, Philip Langdon	A	<i>Plymouth Meeting, Pa.</i>	26 Bc
Day, Grafton Buckingham	S	<i>Collingswood, N. J.</i>	D
Goodhue, Francis, 3d	S	<i>Germantown, Pa.</i>	103 M
Graves, Edgar Baldwin	A	<i>Philadelphia, Pa.</i>	2 M
Griffith, Roy Thurlby	S	<i>Narberth, Pa.</i>	D
Haines, Hartley Stokes	S	<i>Millville, N. J.</i>	105 M
Hall, Arthur Dillwyn	S	<i>Philadelphia, Pa.</i>	53 Bn
Hartshorn, Gordon Birdsall	A	<i>Walden, N. Y.</i>	7 M
Hartshorne, Charles	A	<i>Phœnixville, Pa.</i>	55 Bn
Hastings, William Fairbank	S	<i>Prescott, Mass.</i>	114 M
Hathaway, Nathaniel, Jr.	S	<i>Germantown, Pa.</i>	51 Bn
*Haynes, John Shields	S	<i>Cynwyd, Pa.</i>	11 Bs
Hubler, George Harold	S	<i>Auburn, Pa.</i>	56 Bn
Huston, James Stewart	A	<i>Coatesville, Pa.</i>	18 L
*Kerbaugh, Malcolm Dean	S	<i>Bryn Mawr, Pa.</i>	61 Bn
*McConnell, Thomas, 3d	A	<i>Philadelphia, Pa.</i>	52 Bn
Miller, Russell Nelson	A	<i>Philadelphia, Pa.</i>	52 Bn
Morgan, Mordecai Reeves	S	<i>Logan, Pa.</i>	50 Bn
Morley, Frank Vigor	A	<i>Baltimore, Md.</i>	115 M
Oliver, Alan Douglas	S	<i>Ras-el-Metn, Syria</i>	13 M
Oliver, Kenneth Stuart	A	<i>Ras-el-Metn, Syria</i>	13 M
Osler, Chester Arthur	A	<i>Pensauken, N. J.</i>	29 Bc
Pancoast, Charles Edward, 2d	A	<i>Chestnut Hill, Pa.</i>	51 Bn
Philips, Jesse Evan	A	<i>Kennett Square, Pa.</i>	3 M
Scattergood, Arnold Chase	A	<i>Philadelphia, Pa.</i>	53 Bn
Schrope, Jacob	A	<i>Haverford, Pa.</i>	31 Bc
Shipley, Walter Penn, Jr.	A	<i>Germantown, Pa.</i>	50 Bn
Strawbridge, Frederic Heap, Jr.	A	<i>Germantown, Pa.</i>	4 L
Taylor, Hamilton Dana	A	<i>Montgomery, Ala.</i>	15 M
Thomas, Cleaver Shoemaker	S	<i>Chester, Pa.</i>	30 Bc
Thorpe, Elmer Hancock	S	<i>Frankford, Pa.</i>	59 Bn
Walton, Joseph James	A	<i>Barnesville, Ohio</i>	30 Bc

STUDENTS

SPECIAL STUDENTS

Alden, Hollis Emery	<i>Bridgewater, Mass.</i>	3 Bs
Barlow, John Denman	<i>Hazel Grove, England</i>	5 L
Bayliss, Ralph Bradford	<i>Brooklyn, N. Y.</i>	17 L
Burkett, John Warren	<i>Wayne, Pa.</i>	3 L
Callender, Gordon Samuel	<i>Scranton, Pa.</i>	104 M
Collins, Frederic, 3d	<i>Gwynedd Valley, Pa.</i>	17 L
Darlington, William Marshall	<i>West Chester, Pa.</i>	8 Bs
Dunn, Thomas Phillips	<i>Erie, Pa.</i>	106 M
Harding, William Hover	<i>Chicago, Ill.</i>	20 L
Johnson, Henry Alden	<i>Haverford, Pa.</i>	D
Knight, Clinton Prescott, Jr.	<i>Providence, R. I.</i>	17 Bs
Limeburner, Burman Hunte	<i>Swarthmore, Pa.</i>	4 L
Lusson, Louis Camille Olry	<i>Ardmore, Pa.</i>	60 Bn
Porch, Willard Ralph	<i>Johnstown, Pa.</i>	58 Bn
Price, Robert Barber	<i>Charleston, W. Va.</i>	108 M
Schenck, Henry Paul	<i>Philadelphia, Pa.</i>	58 Bn
Schoch, Wendell Deringer	<i>St. Davids, Pa.</i>	110 M
Simpson, William, 3d	<i>Overbrook, Pa.</i>	54 Bn
Stair, Philip Whitney	<i>Toronto, Canada</i>	7 L

SUMMARY

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Candidates for admission to the Freshman class shall make application on a blank which will be furnished, on request, by the President of the College. (See page 89.)

Each candidate shall also present a certificate of character from the principal of the school last attended. Principals are requested to write fully as to the character, habits, and ability of applicants. Such statements will have due weight in determining the question of admission.

The subjects which may be presented for admission are divided into two groups in accordance with the following table. The figures given represent "units" according to the system of the Carnegie Foundation.*

Group I (required of all candidates):

English A†	}	.....	3
English B			
Algebra A	}	.....	1½
Algebra B			
Plane Geometry		.....	1
One History‡		.....	1

* "A unit represents a year's study in any subject in a secondary school, constituting approximately a quarter of a full year's work. A four years' secondary school curriculum should be regarded as representing not more than sixteen units of work."

† For definitions of these subjects see pages 27-38.

‡ Candidates for the A.B. degree must present Ancient History.

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Group II (elective):

Latin A.....	2
Latin B $\left\{ \begin{array}{l} \text{Cicero*} \\ \text{Vergil} \\ \text{Composition} \end{array} \right\}$	2
Greek.....	3
Elementary German.....	2
Advanced German.....	1
Elementary French.....	2
Advanced French.....	1
Botany.....	1
Chemistry.....	1
Histories, each.....	1
Physics.....	1
Physiology.....	1
Solid Geometry and Trigonometry.....	1

Every student must present for admission subjects having a total value of $14\frac{1}{2}$ units arranged as follows:

For the A.B. degree:

All subjects in Group I.....	$6\frac{1}{2}$
Latin A and Latin B.....	4
Other subjects from Group II (including one language).....	4

For the S.B. degree:

All subjects in Group I.....	$6\frac{1}{2}$
Subjects from Group II (including at least four units in the languages).....	8

* Any two of the three subdivisions under Latin B together with Latin A will be accepted as constituting three units.

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The candidate may give evidence of his preparation in these requirements by either of the following plans for admission:

I. *By Examination only.* The candidate must take entrance examinations in *all* the subjects which he presents for admission. He may take examinations in any of these subjects as preliminary examinations a full year or more before he intends to enter college, but no student will be admitted to a preliminary examination without a certificate from his teacher specifying the subjects in which he is prepared.

Students unable to pass all the examinations may be admitted with a few conditions. Each case will be decided on its merits.

II. *By both Examination and Certificate.* The student must present, on blanks supplied by the College and signed by the principal of the school which he has attended, a complete record of his work on all subjects during the last four years of preparation, with the time spent and the grade received in each study. This work is expected to include the subjects with a total value of $14\frac{1}{2}$ units prescribed on the preceding page.

He must also take entrance examinations in three subjects,—English, mathematics, and one foreign language. The English will be the examination defined as English B. The mathematics will be both Algebra B and Plane Geometry. The language required will be, for the A.B. degree, Latin B; for the S.B. degree, either Elementary German or Elementary French. The three examinations must all be taken *and passed at one time* either in the Sixth month or the Ninth month.

ADMISSION

On the basis of his certificate and his marks in these examinations the applicant will be either admitted without conditions or rejected with permission to apply again for admission according to either plan.*

This plan is intended mainly for good students, who, deciding late in their school courses to enter Haverford, would find it difficult to prepare themselves for examination in all their entrance subjects, but could readily pass a good examination in three fundamental subjects of their school course and present a satisfactory certificate for all of it. Candidates of only average ability and those who can take preliminary examinations in regular order will gain nothing by adopting this plan.

Special Students.—A few students not candidates for degrees may be received to pursue special courses. All such candidates under twenty-one years of age must satisfy the entrance requirements demanded of regular students.

Advanced Standing.—Candidates may be admitted to advanced classes if found proficient in all the preceding studies of the course. Each case will be considered on its merits. Students entering from other colleges must present certificates of honorable dismissal.

SCHEDULE OF EXAMINATIONS FOR ADMISSION

Examinations for admission to the Freshman class according to either of the plans described above are held at the College twice a year, in the Sixth month and the

* In a few exceptional cases a student who fails in one examination but passes the other two examinations with high marks may be admitted if at the next examination period he repeats the examination in the subject in which he failed and passes it with a high mark.

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Ninth month. For students living at a distance special arrangements may be made for taking the examinations elsewhere. Examinations of the College Entrance Examination Board or of the Regents of the State of New York may be taken in place of the corresponding Haverford examinations.

In 1916 the order of examinations will be as follows:

Sixth month 19th and Ninth month 25th.

9.00–11.30	Elementary German.
11.30– 1.00	Advanced German.
12.00– 1.00	English A.
2.00– 4.00	English B.
4.00– 5.30	Physics.

Sixth month 20th and Ninth month 26th.

9.00–10.00	Cicero.	} Latin B.
10.00–11.00	Vergil.	
11.00–11.45	Composition.	
11.30– 1.00	Latin A.	
9.00–10.30	Botany.	
10.30–12.00	Chemistry.	
10.30–12.00	Physiology.	
2.00– 4.00	Elementary French.	
4.00– 5.30	Advanced French.	
2.00– 3.15	Xenophon.	
3.15– 4.30	Homer and Sight Translation.	
4.30– 5.30	Greek Composition.	
2.00– 5.00	Solid Geometry and Trigonometry.	

ADMISSION

Sixth month 21st and Ninth month 27th.

9.00–10.30	Plane Geometry.
10.30–12.00	Algebra B.
12.00– 1.00	Algebra A.
2.00– 3.15	Ancient History.
3.15– 4.30	American History and Civil Govern- ment.
4.30– 5.45	Medieval and Modern European History.
4.30– 5.45	English History.

REQUIREMENTS FOR ADMISSION IN THE SEVERAL SUBJECTS

ENGLISH

The English examination is divided into two parts, A and B, which may be taken separately. No candidate will be accepted in English whose work is notably defective in spelling, punctuation, idiom, or division into paragraphs.

English A—Reading.

Certain books are selected for reading. The candidate will be required to give a list of the books he has read. The form of examination will usually be the writing of a short theme on a subject chosen by the candidate from several set before him in the examination paper. The treatment of the topic should show the candidate's power of clear and accurate expression and will call for only a general knowledge of the substance of the books read.

For entrance in 1916 to 1919, the candidate must choose at least ten units* from the following groups, two units from each group.

* Each unit is set off by semicolons.

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Group I.

The *Old Testament*, comprising at least the chief narrative episodes, in Genesis, Exodus, Joshua, Judges, Samuel, Kings, and Daniel, together with the books of Ruth and Esther; the *Odyssey*, with the omission, if desired, of Books I, II, III, IV, V, XV, XVI, XVII; the *Iliad*, with the omission, if desired, of Books XI, XIII, XIV, XV, XVII, XXI; Vergil's *Aeneid*. The *Odyssey*, *Iliad*, and *Aeneid* should be read in English translations of recognized literary excellence.

For any unit of this group a unit from any other group may be substituted.

Group II.—Shakspeare.

Shakspeare, *Midsummer-Night's Dream*; *Merchant of Venice*; *As You Like It*; *Twelfth Night*; *The Tempest*; *Romeo and Juliet*; *King John*; *Richard II*; *Richard III*; *Henry V*; *Coriolanus*; *Julius Cæsar*; *Macbeth*; *Hamlet*. N.B.—The last three only if not chosen for study.

Group III.—Prose Fiction.

Malory, *Morte d'Arthur* (about 100 pages); Bunyan, *Pilgrim's Progress*, Part I; Swift, *Gulliver's Travels* (*Voyages to Lilliput and to Brobdingnag*); Defoe, *Robinson Crusoe*, Part I; Goldsmith, *Vicar of Wakefield*; Frances Burney, *Evelina*; Scott, *Novels*, any one; Jane Austen, *Novels*, any one; Maria Edgeworth, either *Castle Rackrent* or *The Absentee*; Dickens, *Novels*, any one; Thackeray, *Novels*, any one; George Eliot, *Novels*, any one; Mrs. Gaskell, *Cranford*; Kingsley, either *Westward Ho!* or *Hereward the Wake*; Reade, *The Cloister and the Hearth*; Blackmore, *Lorna Doone*; Hughes, *Tom Brown's School-days*; Stevenson, either *Treasure Island*, or *Kidnapped*, or

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The Master of Ballantrae; Cooper, *Novels*, any one; Poe, *Selected Tales*; Hawthorne, either *The House of the Seven Gables*, or *Twice Told Tales*, or *Mosses from an Old Manse*; a collection of short stories by various standard writers.

Group IV.—Essays, Biography, etc.

Either the *Sir Roger de Coverley Papers*, or selections from *The Tatler* and *The Spectator* (about 200 pages); Boswell, *Selections from the Life of Johnson* (about 200 pages); Franklin, *Autobiography*; Irving, either selections from the *Sketch Book* (about 200 pages), or *The Life of Goldsmith*; Southey, *Life of Nelson*; Lamb, selections from the *Essays of Elia* (about 100 pages); Lockhart, selections from the *Life of Scott* (about 200 pages); Thackeray, *Lectures on Swift, Addison and Steele in the English Humorists*; Macaulay, one of the following essays: *Lord Clive*, *Warren Hastings*, *Milton*, *Addison*, *Goldsmith*, *Frederic the Great*, or *Madame d'Arblay*; Trevelyan, selections from *Life of Macaulay* (about 200 pages); Ruskin, either *Sesame and Lilies*, or selections (about 150 pages); Dana, *Two Years Before the Mast*; Lincoln, selections, including at least the two Inaugurals, the Speeches in Independence Hall and at Gettysburg, the Last Public Address, and Letter to Horace Greeley, together with a brief memoir or estimate of Lincoln; Parkman, *The Oregon Trail*; Thoreau, *Walden*; Lowell, *Selected Essays* (about 150 pages); Holmes, *The Autocrat of the Breakfast Table*; Stevenson, *Inland Voyage* and *Travels with a Donkey*; Huxley, *Autobiography* and selections from *Lay Sermons*, including the addresses on *Improving Natural Knowledge*, *A Liberal Education*, and *A Piece of Chalk*; a collection of essays by Bacon; Lamb, DeQuincey, Hazlitt, Emerson and later writers; a collection of letters by various standard writers.

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Group V.—Poetry.

Palgrave, *Golden Treasury* (First Series) Books II and III, with special attention to Dryden, Collins, Gray, Cowper, and Burns; Palgrave, *Golden Treasury* (First Series) Book IV, with special attention to Wordsworth, Keats, and Shelley (if not chosen for study); Goldsmith, *The Traveller* and *The Deserted Village*; Pope, *The Rape of the Lock*; a collection of *English and Scottish Ballads*, as, for example, some *Robin Hood Ballads*, *The Battle of Otterburn*, *King Estmere*, *Young Beichan*, *Bewick and Grahame*, *Sir Patrick Spens*, and a selection from later ballads; Coleridge, *The Ancient Mariner*, *Christabel*, and *Kubla Khan*; Byron, *Childe Harold*, Canto III or IV, and *The Prisoner of Chillon*; Scott, either *The Lady of the Lake* or *Marmion*; Macaulay, *The Lays of Ancient Rome*, *The Battle of Naseby*, *The Armada*, *Ivry*; Tennyson, either *The Princess* or *Gareth and Lynette*, *Lancelot and Elaine*; and *The Passing of Arthur*; Browning, *Cavalier Tunes*, *The Lost Leader*, *How They Brought the Good News from Ghent to Aix*, *Home Thoughts from Abroad*, *Home Thoughts from the Sea*, *Incident of the French Camp*, *Hervé Riel*, *Pheidippides*, *My Last Duchess*, *Up at a Villa—Down in the City*, *The Italian in England*, *The Patriot*, "*De Gustibus—*," *The Pied Piper*, *Instans Tyrannus*; Arnold, *Sohrab and Rustum*, and *The Forsaken Merman*; selections from *American Poetry*, with special attention to Poe, Lowell, Longfellow, and Whittier.

English B—Study and Practice.

This part of the examination presupposes the thorough study of each of the works named below. The examination will be upon the subject matter, style, and literary

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history. For entrance in 1916 to 1919 one unit* from each of the following groups should be selected.

Group I.—Drama.

Shakspere, *Julius Cæsar*; *Macbeth*; *Hamlet*.

Group II.—Poetry.

Milton, *L'Allegro*, *Il Penseroso*, and either *Comus* or *Lycidas*; Tennyson, *The Coming of Arthur*, *The Holy Grail*, and *The Passing of Arthur*; the selections from Wordsworth, Keats, and Shelley in Book IV of *Palgrave's Golden Treasury* (First Series).

Group III.—Oratory.

Burke, *Speech on Conciliation with America*; Macaulay, *Two Speeches on Copyright*, and Lincoln, *Speech at Cooper Union*; Washington, *Farewell Address*, and Webster, *First Bunker Hill Oration*.

Group IV.—Essays.

Carlyle, *Essay on Burns*, with a selection from Burns's *Poems*; Macaulay, *Life of Johnson*; Emerson, *Essay on Manners*.

MATHEMATICS

The definition of the requirements in Mathematics is the same as that of the College Entrance Examination Board.

Algebra A—To Quadratics.

The four fundamental operations for rational algebraic expressions.

Factoring, determination of highest common factor and lowest common multiple by factoring.

* Each unit is set off by semicolons.

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Fractions, including complex fractions, ratio and proportion.

Linear equations, both numerical and literal, containing one or more unknown quantities.

Problems depending on linear equations.

Radicals, including the extraction of the square root of polynomials and of numbers.

Exponents, including the fractional and negative.

Algebra B—Quadratics and beyond.

Quadratic equations, both numerical and literal.

Simple cases of equations, with one or more unknown quantities, that can be solved by the methods of linear or quadratic equations.

Problems depending on quadratic equations.

The binomial theorem for positive integral exponents.

The formulas for the n th term and the sum of the terms of arithmetical and geometrical progressions, with applications.

It is assumed that pupils will be required throughout the course to solve numerous problems which involve putting questions into equations. Some of these problems should be chosen from mensuration, from physics, and from commercial affairs. The use of graphical methods and illustrations, particularly in connection with the solution of equations, is also expected.

Plane Geometry.

The usual theorems and constructions of good textbooks, including the general properties of plane rectilinear figures; the circle and the measurement of angles; similar polygons; areas; regular polygons and the measurement of the circle.

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The solution of numerous original exercises, including problems in loci.

Applications to the mensuration of lines and plane surfaces.

Solid Geometry.

The usual theorems and constructions of good textbooks, including the relation of planes and lines in space; the properties and measurement of prisms, pyramids, cylinders, and cones; the sphere and the spherical triangle.

The solution of numerous original exercises, including problems in loci.

Application to the mensuration of surfaces and solids.

Plane Trigonometry.

Definitions and relations of the six trigonometric functions as ratios; circular measurement of angles.

Proofs of the principal formulas, in particular for the sine, cosine, and tangent of the sum and the difference of two angles, of the double angle and the half angle, the product expressions for the sum or the difference of two sines or of two cosines, etc.; the transformation of trigonometric expressions by means of these formulas.

Solution of trigonometric equations of simple character.

Theory and use of logarithms (without the introduction of work involving infinite series).

The solution of right and oblique triangles, and practical applications.

In each subject stress will be laid upon accuracy and neatness of work. Results should be verified.

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HISTORY

(a) *Ancient History*, with special reference to Greek and Roman history, and including also a short introductory study of the more ancient nations and the chief events of the early Middle Ages down to the death of Charlemagne.

(b) *Medieval and Modern European History*, from the death of Charlemagne to the present time.

(c) *English History*.

(d) *American History and Civil Government*.

Each of the above subjects is intended to represent one year of historical work wherein the study is given five times a week, or two years of historical work wherein the study is given three times a week.

The work should include the use of good text-books, collateral reading, practice in written work, and in locating places and movements on outline maps. The candidate should be trained in comparison and in the use of judgment as well as in the use of memory.

LATIN

Latin A. Cæsar, *Gallic War*, Books I-IV. Forms and constructions and sight translation.

Latin B. (a) Cicero, the speech *On the Manilian Law*, the four *Against Catiline*, and the speech *For Archias*; sight translation. (b) Vergil, *Aeneid*, Books I-VI; sight translation. (c) Translation into Latin of an English passage, based on some portion of the Cæsar or of the Cicero prescribed. Equivalents of these authors will be accepted, *provided due notice be given*.

ADMISSION

GREEK

(a) Xenophon, *Anabasis*, Books I-IV. (b) Homer, *Iliad*, Books I-III, omitting the Catalogue of Ships. (c) The translation at sight of simple Attic prose. (d) The translation into Greek of a simple English passage based upon some portion of the Xenophon prescribed.

The examinations will be designed to test the candidate's knowledge of grammatical forms and constructions, his ability to translate into idiomatic English, and the intelligence with which he has read the prescribed books.

GERMAN

Elementary German, admitting to German 1. A knowledge of German grammar and vocabulary sufficient to enable the candidate to translate at sight into idiomatic English easy passages taken from modern German prose; to write out typical declensional and conjugational paradigms and such other grammatical forms as are usually given in school grammars; and to translate into German simple English sentences or a piece of easy connected prose.

Candidates should have read in preparation not less than three hundred pages of modern German, including reading at sight, from the works of at least three different authors.

Advanced German, admitting, with the consent of the instructor, to German 2. A more thorough knowledge of grammar, vocabulary and idiom than that required for Elementary German, enabling the candidate to read at sight more difficult prose as well as poetry, and to translate into German a number of English sentences or

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a piece of connected prose requiring both appreciation of the English idiom and knowledge of the corresponding German idiom. The work done in German 1 (see page 48) will be considered adequate for preparation.

Students presenting themselves for examination in Advanced German will not be given credit for it unless they pass also the examination in Elementary German.

FRENCH.

Elementary French, admitting to French 1. (a) Proficiency in elementary grammar, including the more common irregular verbs. (b) Ability to translate simple French prose and to put into French short sentences requiring a knowledge of the simpler idioms. Candidates should have read in preparation not less than three hundred pages, including reading at sight, from the works of at least three different authors. The books read in French A (see page 50) will be considered adequate for preparation.

Advanced French, admitting, with the consent of the instructor, to French 2. (a) Thorough knowledge of grammar. (b) Ability to translate ordinary French of the nineteenth century. (c) Command of idiom sufficient to put into French a connected passage of ordinary English prose. As preparation an equivalent of the work done in French 1 (see page 50) is adequate.

Students who have presented themselves for examination in Advanced French will not be given credit for it unless they have passed also the examination in Elementary French.

ADMISSION

BOTANY

The requirement will be one year's work. The student will be expected to have a fairly definite knowledge of the seed and seedling, root, stem, and leaf, the flower and fruit, the cell, and the natural history and classification of plants. The student's original laboratory note-book, endorsed by his teacher, must be presented at the time of the examination.

CHEMISTRY

The requirements in chemistry will comprehend a course of at least sixty experiments performed by the pupil and accompanied by systematic instruction in the common elements and their compounds, including chemical equations, the simple gas laws, and the fundamental atomic and molecular theories. The student's original laboratory note-book, endorsed by his teacher, must be presented at the time of the examination.

PHYSICS

The requirement will be one year's work, covering mechanics, sound, heat, light, magnetism, and electricity. Emphasis will be laid upon the solution of problems. At least two hours per week of laboratory work must be included. Note-books must be left with the instructor at the time of the examination.

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PHYSIOLOGY

The requirement will be one year's work, and will cover definitions and principles of physiologic study; protoplasm and its functions; chemistry of body tissues; functional activity of muscular, nervous, epithelial, and connective tissues; the digestive, circulatory, and respiratory systems, and the special senses.

COURSE OF STUDY

The course of study includes both required and elective subjects, thus combining the breadth of knowledge and culture that comes from variety of studies with opportunity for concentration on limited fields. In addition to a general course in arts or in science, by proper choice of electives more specialized courses can be taken in mechanical engineering, in electrical engineering, in chemistry, or in the preparatory work required for admission to medical schools.

Required Subjects.—English and one foreign language* are required for the first two years, mathematics and another foreign language for the Freshman year. At least one course in laboratory science must be taken before graduation.† Elementary courses in history, economics, psychology, Biblical literature, ethics, and social work are required during the last three years of the course. The differences in the requirements for the A.B. and the S.B. degree are indicated by the two foot-notes on this page.

Electives.—Some choice in languages and in one other group of subjects is allowed in Freshman year. Two electives are to be chosen in Sophomore year. In both Junior and Senior years four elective courses are required and a fifth is permitted. But in choosing electives it is required that after Freshman year one subject be continued through three years and two others through two years. One required course or half-course may be counted as one year's course in the three year sequence, and two required courses of four hours each may be counted as one year's course in the two year sequence.

* For the A.B. degree either Greek or Latin must be presented for admission and continued in both Freshman and Sophomore years; for the S.B. degree either French or German must be taken in both Freshman and Sophomore years.

† It is further required that for the A.B. degree *one* course from the group: biology, chemistry, physics, mathematics must be taken after the Freshman year; for the S.B. degree *two* courses from this group are required after Freshman year.

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CURRICULUM

<i>Freshman Year</i>		HOURS
English 1 and 2.....		2
Two from*	$\left\{ \begin{array}{l} \text{Latin A or 1} \\ \text{Greek A or 1} \\ \text{French A, 1, or 2} \\ \text{German A, 1, or 2} \end{array} \right\}$	8
Mathematics 1 and 1'.....		4
One from	$\left\{ \begin{array}{l} \text{Chemistry 1} \\ \text{Physics A} \\ \text{Engineering 1 and 1'} \\ \text{Government 1a and History 1b} \end{array} \right\}$	3 or 4
Physical Training (Biology 1a first quarter).....		2
<i>Sophomore Year</i>		
English 3.....		2
History 2a and Economics 1b.....		3
One of the languages taken in Freshman year*.....		4
Two from†	$\left\{ \begin{array}{l} \text{Greek A, 1, or 2} \\ \text{Latin A, 1, or 2} \\ \text{French A, 1, or 2} \\ \text{German A, 1, or 2} \\ \text{Biology 2} \\ \text{Chemistry 1 or 2} \\ \text{Physics 1} \\ \text{Mathematics 2} \\ \text{Engineering 2 and 2'} \\ \text{Biblical Literature 4} \\ \text{Social Work 1a and 1b} \end{array} \right\}$	8
Physical Training.....		2
<i>Junior Year</i>		
Philosophy 1a and Biblical Literature 1b.....		3
Elective courses†.....		12†
<i>Senior Year</i>		
Social Work 4a and Philosophy 5b.....		3
Elective courses†.....		12†

The letter *a* indicates first half-year. The letter *b* indicates second half-year.

* See first foot-note on preceding page.

† See requirements in laboratory science mentioned on the preceding page (and second foot-note).

‡ Not less than 15 and not more than 20 hours may be taken altogether in either half of Junior or of Senior year.

SCHEDULE OF CLASSES FOR THE YEAR 1916-1917

Courses enclosed in parentheses are not offered for 1916-17.

a=first half-year. b=second half-year. Eng.=English. Engin.=Engineering.

Classes in English 1 (English 1 theme conferences are not scheduled), English 2, History 2a, Economics 1b, Mathematics 1 and 1' are divided and half the number of scheduled hours is required. For Sophomores, the Tuesday period of English 3 and one of the two other hours scheduled for English 3 are required. Chemistry 1 or Biology 2, when elected, requires at least five hours from the laboratory periods scheduled, except that, during the fourth quarter, two additional lectures, as scheduled, are substituted for the required laboratory work of Chemistry 1; Physics A or 1 requires at least one laboratory period (2½ hours) from the laboratory hours scheduled. For additional courses offered, see note at foot of page.

	8.30	9.30	10.30	11.30	12.30	1.00	1.30	2.00	3.00	4.00
MONDAY	Latin 1 Latin 2 Econ. (2a), 6a Econ. (3b), 7b Engin. 4a, 5b Biol. 9a, 10b	Greek A, (Latin A) German A (Astron. 1a, 2b) Economics 1b French 2 History 2a Philosophy 4 Physics 7	Physics A Govern. 1a History 1b Chemistry 1 Phil. 2a, 3b French 3, (4) Ger. 3a, (5a) Ger. 4b, (6b) Bib. Lib. 4 Math. 4	French 1 Physics 1 Social Work 1 Econ. 4a, 5b History (3), 4			Luncheon		English 1 English 2 German 2	Biology 1a (1st quarter) Economics 1b Philosophy 1a Bib. Lit. 1b History 2a Social Work 4a Philosophy 5b
TUESDAY	Math. 1, 1' (Bib. Lit. 2a) English 3 Physics 6 (Greek 6b) Latin 6b History 7a Biology 8 Eng. 9a, 10b	French 1 Physics 1 Social Work 1 Greek (3), 4 Chemistry 4 History 6 Biology 7 Eng. 8a, (11a) Eng. 6b	Greek A (Latin A) German A Chemistry 1 Lab. French 2 (Geology 1b) Math. 3 Social Work 2 History (3), 4 (Biology 6a Lab.) Eng. 12a, (13a) Eng. 14b, (15b)	Chemistry 1 (4th quarter) Greek 1 (Econ. 4a, 5b) History (3), 4 (Biology 6a Lab.) Bib. Lit. 4 (Sophs. only)			Luncheon		French A Greek 1 Engin. 1, 2, 3 Lab. Chem. 2, 3, 4, 5 Lab. Physics (2a), 4b, (5b) Lab. Physics 3a Biology (3), 5 Lab.	(Italian 1) Latin 1 Spanish 1 Latin 2 5 Lab. Physics 3a 5 Lab.
WEDNESDAY	German 1 Greek 2 Math. 2 Econ. (2a), 6a Econ. (3b), 7b Engin. 4a, 5b	Greek A (Latin A) German A (Astron. 1a, 2b) Economics 1b Biology 2 Laboratory	Physics A Laboratory— Govern. 1a History 1b Chemistry 1 Phil. 2a, 3b French 3, (4) Ger. 3a, (5a) Ger. 4b, (6b) Bib. Lit. 4 Math. 4	French A Greek 1 Economics 1b Philosophy 1a Bib. Lit. 1b			Luncheon		(Italian 1) Spanish 1 Chemistry 1 Lab. Physics 1 Lab. Social Work 1 (Biology 6a Lab.) English 6b Physics 7 Lab.	French 1 (Geology 1b) 1 Lab. 1 Lab. Social Work 1 5 Lab.
THURSDAY	Math. 1, 1' German 2 (Bib. Lit. 2a) English 3 Physics 6 (Greek 6b) Latin 6b History 7a Biology 8 Eng. 9a, 10b	French 1 Physics 1 Social Work 1 Greek (3), 4 Chemistry 4 History 6 Biology 7 Eng. 8a, (11a) Eng. 6b	German 1 Biology 2 Greek 2 Math. 2 Math. 3 Social Work 2 Eng. 12a, (13a) Eng. 14b, (15b)	Meeting 11.45-12.45 but omitted on the next to the last Thursday in each month			Luncheon		French A Greek 1 Engin. 1, 2, 3 Lab. Chem. 2, 3, 4, 5 Lab. Engin. 2b Physics (2a), 3a Physics 4b, (5b) Biology (3), 5 Lab.	(Italian 1) Latin 1 Spanish 1 Latin 2 Physics (2a), 3a Physics 4b, (5b) 5 Lab.
FRIDAY	German 1 Greek 2 Math. 2 Econ. (2a), 6a Econ. (3b), 7b	Greek A (Latin A) German A (Astron. 1a, 2b) Economics 1b Biology 2 Laboratory	Physics A Govern. 1a History 1b Chemistry 1 (4th quarter) Phil. 2a, 3b French 3, (4) Ger. 3a, (5a) Ger. 4b, (6b) Bib. Lit. 4 Math. 4	French A Greek 1 Chemistry 1 Lab. (Geology 1b) Econ. 4a, 5b			Luncheon		English 1 English 2 German 2 Biology (3), 5	Biology 1a (1st quarter) Economics 1b Philosophy 1a Bib. Lit. 1b History 2a Social Work 4a Philosophy 5b
SATURDAY	Math. 1, 1' German 2 (Bib. Lit. 2a) Physics 6 (Greek 6b) Latin 6b History 7a Biology 8 Eng. 9a, 10b	Math. 1, 1' Physics 1 English 3 Greek (3), 4 History 6 Biology 7 Eng. 8a, (11a)	German 1 Laboratory Biology 2 Greek 2 Math. 2 Math. 3 Social Work 2 Eng. 12a, (13a) Eng. 14b, (15b)	Latin 1 Latin 2 Physics (2a), 3a Physics 4b, (5b) Engin. 2b			Dinner	The following unscheduled courses are offered, the hours for which will be arranged to suit the schedules of the students electing them: Greek 5; Latin 3 4, and 5; French 5 and 6a; German (7b); Mathematics 1c' and 6 to 12 inclusive; Bib. Lit. 3, 5, and 6; Philosophy 6; Social Work 3; Biology 4 and (11b); Engineering 1', 2a', and 3a', and additional laboratory periods.		

HAVERFORD COLLEGE

COURSES OF INSTRUCTION

[Unless otherwise indicated all courses are offered in 1916-1917.]

GREEK

Either Greek 1 and 2 or Latin 1 and 2 are required of candidates for the A.B. degree in Freshman and Sophomore years respectively. All Greek courses are open as electives to those properly qualified.

For New Testament Greek see Biblical Literature 5.

A. Course for Beginners. Thorough study of the elements of the language, followed by the reading of simple Attic prose. This course gives adequate preparation for Greek 1. Students who do not present Greek for admission and desire to begin the study in College, whether they intend to continue in the more advanced courses or not, are strongly advised to elect Greek A in Freshman year, if possible, rather than later. The course is generally given in alternate years.

Professor Baker; 4 hours.

1. *Freshman Greek.* Selections from various prose authors; Homer, *Odyssey*. Sight reading. Collateral reading on Greek private life and Greek mythology.

Professor Baker; 4 hours.

2. *Sophomore Greek.* Xenophon, *Memorabilia*; Plato, *Apology*; selections from Aristophanes' *Clouds*; selected Greek tragedies. Sight reading. History of Greek literature.

Professor Baker; 4 hours.

COURSES OF INSTRUCTION

3. *Greek Literature.* Herodotus, Books VII and VIII; Thucydides, Books VI and VII; representative Greek dramas, both tragedy and comedy.

Professor Baker; 3 hours.

[Not offered in 1916-17.]

4. *Greek Literature.* Plato, selected dialogues; Aeschines, *Against Ctesiphon*, and Demosthenes, *On the Crown*.

Professor Baker; 3 hours.

5. *Advanced Greek Prose Composition.* Exercises and conferences. This course should be taken for at least one year by all candidates for Honors. Those who desire to qualify for High Honors are advised to take it all four years of their College course.

Professor Baker; 1 hour.

6b. *The Civilization of Ancient Greece.* No knowledge of Greek is necessary for this course. It is designed to give to men who have not studied the language, as complete a view as possible of the contribution to the world's progress made by the ancient Greeks. To this end the lectures will deal first, very briefly, with the historical background of the civilization, and then with its material development, its politics, science, art, and literature. The collateral reading will cover Greek private life; Greek mythology, especially with reference to its great place in English literature; and some of the master works of Greek literature in translation.

Professor Baker; 3 hours, second half-year.

[Not offered in 1916-17.]

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LATIN

Either Latin 1 and 2 or Greek 1 and 2 are required of candidates for the A.B. degree in Freshman and Sophomore years respectively. All Latin courses are open as electives to those properly qualified.

A. Course for Beginners. This course, usually given in alternate years, consists of a thorough grounding in the elements of Latin grammar and the reading of at least three books of Cæsar's *Gallic War*, and as much as possible in Cicero's orations (see the entrance requirements, page 34) and in Vergil.

Professor R. M. Gummere; 4 hours.

[Not offered in 1916-17.]

1. *Freshman Latin.* Selections from Livy; Vergil, *Bucolics* and fourth *Georgic*; Pliny, selected letters. Translation at sight. Prose composition.

Professor Baker; 4 hours.

2. *Sophomore Latin.* Terence, *Andria*; Plautus, *Menæchmi*; Horace, *Odes* and *Epodes*; Tacitus, *Germania* and *Agricola*. Translation at sight. History of Latin literature.

Professor R. M. Gummere; 4 hours.

3. *Latin Literature.* Students electing Latin in the Junior year will meet with the instructor individually or in small groups. The reading will be chosen from the following list:—Catullus, Cicero, the *Satires* of Horace and Juvenal, Lucretius, Petronius, Quintilian, Plautus and Terence, and the *Annals* of Tacitus. Special subjects will also be studied, adapted to the needs of the individual student.

Professor R. M. Gummere; 3 hours.

COURSES OF INSTRUCTION

4. *Latin Literature.* A continuation of the work done in Latin 3.

Professor R. M. Gummere; 3 hours.

5. *Advanced Latin Composition.*

Professor R. M. Gummere; 1 hour.

6b. *Comparative Literature.* Studies in the Latin originals of the English essay.

Professor R. M. Gummere; 3 hours, second half-year.

ENGLISH LANGUAGE AND LITERATURE

English 1 and 2 are required of all Freshmen, English 3 of all Sophomores. The other courses are elective for Juniors and Seniors. No student will be graduated who cannot write a creditable style extemporaneously.

1. *Freshman English Composition.* The first semester is devoted chiefly to eliminating elementary faults in the construction of sentences and paragraphs; clear thinking and correct expression are insisted upon as essential. The second semester is given over to the attainment of style by means of constant practice in the writing of descriptions and short stories. Informal lectures, weekly themes of about three pages, and weekly or fortnightly conferences with the instructor in charge.

Professor Snyder and C. D. Champlin; 1½ hours.

2. *Freshman English Literature.* Lectures on the foundations of English literature, and on its development down to the time of Shakspeare.

Professor F. B. Gummere; ½ hour.

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3. *Sophomore English Literature.* A rapid survey of English literature from Chaucer to Tennyson. The purpose of the course is twofold: to give constant practice in reading rapidly, but with intelligent appreciation, the masterpieces of English literature; and to furnish an adequate foundation of literary history for the more detailed study in the elective courses of the Junior and Senior years. Among the authors read are: Chaucer, Spenser, Marlowe, Shakspeare, Milton, Dryden, Defoe, Swift, Pope, Gray, Wordsworth, Coleridge, Byron, Keats, Shelley, and Tennyson.

Professor Snyder; 2 hours.

6b. *Argumentation and Debating.* A systematic study of the synthesis and analysis of ideas, which aims to produce clear, logical, and convincing argument, both oral and written. Limited to twelve Juniors and Seniors.

Professor Snyder; 3 hours, second half-year.

8a. *Early English.* Bright, *Anglo-Saxon Reader*; *Elene*.

Professor F. B. Gummere; 3 hours, first half-year.

9a. *Middle English.* English literature in the thirteenth and fourteenth centuries. Chaucer, *Canterbury Tales*. English and Scottish ballads. Lectures and readings.

Professor F. B. Gummere; 3 hours, first half-year.

10b. *Elizabethan Literature.* Lectures on the development of the drama, down to Shakspeare. Readings in Elizabethan drama. All the plays of Shakspeare, two of which are read critically in class.

Professor F. B. Gummere; 3 hours, second half-year.

COURSES OF INSTRUCTION

11a. *English Literature of the Seventeenth Century.* Lectures, with readings in the general literature and a special study of Milton. Selections from the minor poems, *Comus*, certain books of *Paradise Lost*, and all of *Samson Agonistes* are read in class.

Professor F. B. Gummere; 3 hours, first half-year.
[Not offered in 1916-17.]

12a. *Eighteenth Century Literature.* A study of representative works by Addison, Steele, Swift, Pope, Johnson, Goldsmith, Sheridan, and Gray. Lectures, class room discussions, and frequent written tests.

Professor Snyder; 3 hours, first half-year.

13a. *Nineteenth Century Poetry.* Interpretative analysis of poems selected from the works of Coleridge, Wordsworth, Shelley, Byron, Keats, Rossetti, Arnold, Clough, Tennyson, and Browning. Lectures, class room discussions, and frequent written tests.

Professor Snyder; 3 hours, first half-year.
[Not offered in 1916-17.]

14b. *Nineteenth Century Prose.* A rapid reading course in the works of the masters of modern English prose. More than half the semester is spent in studying the great novelists. Lectures, class room discussions, and frequent written tests.

Professor Snyder; 3 hours, second half-year.

15b. *The Contemporary Drama.* A study of the technic and practice of the modern drama, as illustrated in the works of Ibsen and the best modern dramatists of England and America. The required reading consists of two plays

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each week or an equivalent amount of dramatic criticism. Informal lectures, class room discussions, and short written reports.

Professor Snyder; 3 hours, second half-year.

[Not offered in 1916-17.]

GERMAN

All German courses are elective for those who have satisfactorily completed the prerequisites.

Students wishing to qualify for German 1 may present a satisfactory certificate of their school instruction or may pass the final examination in German A or the entrance examination in Elementary German.

A. *Course for Beginners.* Grammar, reading, composition, conversation, dictation, sight-reading. Bacon, *Elements of German*. Such books as the following are read: Betz, *Till Eulenspiegel*; Storm, *Immensee*; Schiller, *Der Neffe als Onkel*; Hauff, *Die Karawane*; Müller, *Deutsche Liebe*.

Professor Brown; 4 hours.

1. *Freshman German.* Review of grammar and composition. Such books as the following are read: Eichen-dorff, *Aus dem Leben eines Taugenichts*; Gerstäcker, *Irrfahrten*; Lessing, *Minna von Barnhelm*; Arnold, *Aprilwetter*; Baumbach, *Das Habichtsfräulein*. The following books may be read outside of class: Fouqué, *Undine*; Dahn, *Ein Kampf um Rom* (abridged); Sudermann, *Frau Sorge*; von Scheffel, *Der Trompeter von Säckingen*.

Professor Brown; 4 hours.

COURSES OF INSTRUCTION

2. *Sophomore German*. Study in class of representative classics of modern German literature from the works of the following authors: Lessing, Goethe, Schiller, H. von Kleist, Grillparzer, Hebbel, Ludwig, Freytag. Outside reading of selected works by Heine, von Schefel, Keller.

Professor Brown; 4 hours.

3a. *Prose Composition*. Review of grammar. Pope, *German Prose Composition*. Dictation, conversation, written reports in German. A text, such as Bacon, *Im Vaterland*, is used as a basis for the introduction of the student to the language of modern daily life, and for discussion of German institutions.

Professor Brown; 3 hours, first half-year.

4b. *Schiller and Goethe*. Lectures and readings on the classical period of German literature, with especial attention to the lives and works of the two dominant figures. Study in class or in outside work of their principal writings.

Professor Brown; 3 hours, second half-year.

5a. *Goethe's Faust*. A detailed study in class of both parts of *Faust*. Lectures on the early legends of Faust and their treatment in European literature. Outside reading of various kindred dramas, such as Calderón, *El Mágico Prodigioso*; Marlowe, *Doctor Faustus*; Byron, *Manfred*; Browning, *Paracelsus*; Hauptmann, *Die versunkene Glocke*. Short theses on topics from the outside reading.

Professor Brown; 3 hours, first half-year.

[Not offered in 1916-17.]

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6b. *German Literature of the Nineteenth Century.* Lectures on the main literary phenomena of the last century. Study in class of typical works of such writers as H. von Kleist, Arndt, Körner, Heine, Uhland, Grillparzer, Hebbel, Sudermann, Hauptmann.

Professor Brown; 3 hours, second half-year.

[Not offered in 1916-17.]

7b. *Middle High German Literature.* Wright, *Middle High-German Primer*; Bachmann, *Mittelhochdeutsches Lesebuch.* Lectures on Middle High German literature.

Professor Brown; 3 hours, second half-year.

[Not offered in 1916-17.]

FRENCH

All French courses are elective for Juniors and Seniors who have satisfactorily completed the prerequisites.

Students wishing to qualify for French 1 may present a satisfactory certificate of their school instruction in French, or may pass the final examination in French A or the entrance examination in Elementary French.

A. *Course for Beginners.* Elementary grammar and the reading of simple texts. Such books as the following are used: Aldrich and Foster, *Foundations of French*; About, *Le Roi des Montagnes*; Halévy, *Un Mariage d'Amour*; Labiche, *Le Voyage de Monsieur Perrichon*.

Professor Spiers and E. M. Bowman; 4 hours.

1. *Freshman French.* Grammar work and reading. Such books as the following are used: Spiers, *French Exercises*; Daudet, *Tartarin de Tarascon*; Thiers, *Expédi-*

COURSES OF INSTRUCTION

tion de Bonaparte en Egypte; Voltaire, Contes; Loti, Pêcheur d'Islande; Balzac, Eugénie Grandet; Hugo, Hernani.

Professor Spiers and E. M. Bowman; 4 hours.

2. *Sophomore French.* Reading, both in the class room and as outside work, of French classics. Typical works of the following authors are read: Corneille, Racine, Molière, La Fontaine, Mme. de Lafayette, Voltaire, Chateaubriand, Hugo, Lamartine, Musset, Bornier, Rostand. In connection with the above the instructor gives a few lectures on the history of French literature.

Professor Spiers; 4 hours.

3. *History of French Literature.* A lecture course treating the history of French literature from its origins to the present time. A large amount of outside reading, with written reports, is required. This course is conducted partly in French, and is open only to students who have passed creditably in French 2.

Professor Spiers; 3 hours.

4. *Composition and Conversation.* A course in French conversation and advanced composition. This course may be elected only after consultation with the instructor.

Professor Spiers; 3 hours.

[Not offered in 1916-17.]

5. *French Authors and Literary Types.* Reading, conferences, and reports on limited fields of French literature—e. g., the works of Molière, Balzac, or Vigny; French novelists of the nineteenth century, etc. This course is

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regularly open to Juniors and Seniors only; others may be admitted with the permission of the instructor. It counts as a two-hour course or as a three-hour course, according to the work chosen.

Professor Spiers.

6a. Comparative Drama. Characteristic plays by the following dramatists are studied: Aeschylus, Sophocles, Shakspeare, Corneille, Racine, Molière, Schiller, Lessing, Alfieri, Calderón, Goldsmith, Sheridan, Pinero, Ibsen, Hauptmann, Stephen Phillips, Augier, and Brieux.

Professor Spiers; 3 hours, first half-year.

SPANISH

1. Course for Beginners. An elementary course intended for those who wish the essentials of the Spanish language, either for a business career or for literary work. The following books are used: Hills and Ford, *A Spanish Grammar*; Alarcón, *El Sombrero de Tres Picos*; Taboada, *Cuentos Alegres*; Moratín, *El Sí de las Niñas*; Calderón, *La Vida es Sueño*.

Professor Spiers; 3 hours.

ITALIAN

1. Course for Beginners. An elementary course in reading Italian. Grandgent, *Italian Grammar*; Wilkins and Altrocchi, *Italian Short Stories*; Marinoni, *Italian Reading*, are used. Selections are read from Goldoni, Boccaccio, Dante.

Professor Spiers; 3 hours.

[Not offered in 1916-17.]

COURSES OF INSTRUCTION

MATHEMATICS

The courses in mathematics are arranged as far as possible to suit the needs of those students who (1) take them as part of their required Freshman and Sophomore work and do not intend to proceed further in mathematics, or (2) elect them as a minor subject and take either physics or engineering as a major subject, or (3) elect them as a major subject.

Courses 1, 2, 3, and 4 are given every year. The electives offered in any one year will be such as the needs of the department may require. Courses, either for undergraduates or graduates, on certain subjects other than those named below may be arranged for by consultation with the instructor.

In the Library will be found some of the principal journals, treatises, and collected works. There are also libraries near by where other works and journals may be consulted. In one of the lecture rooms is a collection of mathematical models.

Courses 1*a*, 1*b*, 1*a'*, and 1*b'* are required of all Freshmen, except that students who have presented solid geometry and trigonometry for entrance may, with the consent of the professor in charge, substitute 1*c'* for 1*a'*, 1*b'*. The required courses, together with 1*c*, constitute the honor courses in mathematics for Freshmen.

Courses 2*a* and 2*b* are for Sophomores. These courses, together with 2*c*, constitute the honor courses in mathematics for Sophomores.

Courses 3*a* and 3*b* should be taken by students electing mathematics in the Junior year. These courses, together with 3*c*, constitute the honor courses in mathematics for Juniors.

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The Freshman and Sophomore mathematical prizes are open only to students taking the honor courses in these years.

1a and 1b. *Algebra*, including infinite series, undetermined coefficients, the binomial theorem for fractional and negative exponents, logarithms, probability, determinants, and the elements of the theory of equations. Fine, *College Algebra*.

Professor Reid; 2 hours.

1a'. *Solid Geometry and Mensuration*. Thompson, *Solid Geometry*.

Professor Wilson; 2 hours, first half-year.

1b'. *Trigonometry*. The elements of plane trigonometry, including the solution of right and oblique plane triangles, with applications to practical problems. Hun and MacInnes, *Plane Trigonometry*.

Professor Wilson; 2 hours, second half-year.

1c. *Special Topics in Algebra*.

Professor Reid; 1 hour.

1c'. *Special Topics in Geometry and Trigonometry*, including spherical trigonometry.

Professor Wilson; 2 hours.

2a. *Plane Analytic Geometry*. Fine and Thompson, *Coördinate Geometry*.

Professor Wilson; 4 hours, first half-year.

COURSES OF INSTRUCTION

2b. *Differential Calculus.* Hulburt, *Differential and Integral Calculus.*

Professor Wilson; 4 hours, second half-year.

2c. *Special Topics in Analytic Geometry.*

Professor Wilson; 1 hour.

3a. *Solid Analytic Geometry.* Fine and Thompson, *Coördinate Geometry.*

Professor Reid; 3 hours, first half-year.

3b. *Integral Calculus and Elementary Differential Equations.* Murray, *Integral Calculus.*

Professor Reid; 3 hours, second half-year.

3c. *Special Topics in Calculus.*

Professor Reid; 1 hour.

4. *Mechanics.* An historical sketch of the discovery of the principles of mechanics, followed by the mathematical treatment of statics, dynamics of a particle, and elementary rigid dynamics. Cox, *Mechanics*, and lectures.

Professor Wilson; 3 hours.

5. *Descriptive Geometry.* See Engineering 1b.

A selection from the following courses is given each year. A student wishing to take any of them should apply to the professor in charge.

6. *Introduction to the Theory of Functions.* Prerequisites 3a and 3b. Burkhardt-Rasor, *Theory of Functions of a Complex Variable.*

Professor Reid; 3 hours.

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7. *Theory of Equations.* Cajori, *Theory of Equations.*
An introduction to the Galois theory.

Professor Reid; 3 hours, half-year.

8. *Differential Equations.* A study of the classical methods of solution of ordinary and partial differential equations, with geometrical interpretation. Prerequisite, 3b.

Professor Wilson; 3 hours, half-year.

9. *The Differential Equations of Physics.* Simple applications of the subject. Prerequisite, 8.

Professor Wilson; 3 hours, half-year.

10. *Theory of Probability.*

Professor Reid; 3 hours, half-year.

11. *Analytic Geometry of Three Dimensions.* Theory of surfaces and curves in space. C. Smith, *Solid Geometry.*

Professor Reid; 3 hours, half-year.

12. *Elements of the Theory of Algebraic Numbers.*

Professor Reid; 3 hours.

13. *Course in Analysis.* Wilson, *Advanced Calculus*, and lectures.

Professor Reid; 3 hours.

HISTORY

In most of the history courses, a suitable text-book is used as a basis for the study. The professor in charge amplifies and interprets in his lectures the chief movements of history as outlined in the text. Students are required

COURSES OF INSTRUCTION

to use extensively the library facilities of the College as a further supplement to the course and with the special object of learning how to discover and evaluate the various sources of historical information.

The modern trend toward "socialized history" is recognized and emphasis is laid upon those developments in the past that explain and influence the dominant movements of the present day.

History 1*b* with Government 1*a* forms one of a group of Freshman electives (see page 40).

History 2*a* is required of all Sophomores. History 3, 4, 6 and 7*a* are electives for Juniors and Seniors. History 6 is open only to Seniors. History 7*a* may be taken only with the consent of the instructors.

1*b. General Course in English History.* Much of the subject matter is obviously dealt with in outline form. The unity and continuity of English history are developed and emphasis is laid upon such phases of the subject matter as will especially aid the student in understanding modern constitutional and industrial development in Europe and the United States.

Professor Kelsey; 3 hours, second half-year.

2*a. General History.* In a brief introductory survey the student is required to fix in his mind some of the essential landmarks of medieval history. A more intensive study is then made of the modern period, with emphasis upon the rapid social and political changes that mark the recent history of the more progressive nations throughout the world.

Professor Kelsey; 3 hours, first half-year.

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3. *American History to 1789.* Conditions in Europe leading to colonization; the motives and methods of colonization; expansion of the English colonies; rivalry of the English and the French; development of industrial, social, and political conditions; growth toward independence and union; the Revolution; the Confederation; the adoption of the Constitution.

Professor Kelsey; 3 hours.

[Not offered in 1916-17.]

4. *History of the United States, 1789-1914.* The course opens with a brief outline study of the history of the United States, including the Colonial period. A more intensive study is then made of certain phases of development that help to explain some of the great problems of the present. While the chief emphasis is laid on the history of the United States, due attention is given to the growth of other great countries of the American continents and to the increasing importance of international relations.

Professor Kelsey; 3 hours.

6. *Modern History.* This course is designed to lead the student through the avenues of history to an understanding of modern political problems. The first part of the course covers the outline of world history since 1815. With this background a topical study is made of some great problems of the present age. Typical problems considered are: cabinet government, suffrage, direct legislation, proportional representation, paternalism, imperialism, militarism, the peace movement.

Professor Kelsey; 3 hours.

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7a. *Græco-Roman Civilization*. On the basis of an adequate outline of political history the culture of the three following periods is described: (a) the ancient Greek from the beginnings of Aegean civilization to the death of Alexander, (b) the Hellenistic age to the accession of Augustus, (c) Roman history to the fall of Rome. Lectures, readings, and reports.

Professors Baker, Cadbury, and R. M. Gummere; 3 hours, first half-year.

GOVERNMENT

Government 1a with History 1b forms one of a group of Freshman electives (see page 40).

1a. *Constitutional Government*. This course affords a general survey of the political and constitutional phases of government. Emphasis is laid upon the elementary principles of political science and upon the actual working of the governments of the United States and England. The course is conducted by means of text-book, informal lectures, and collateral reading.

Professor Barrett; 3 hours, first half-year.

ECONOMICS

Economics 1b is required of all Sophomores. The other courses in Economics are elective.

1b. *Elementary Economics*. The purpose in this course is to acquaint the student with the fundamental principles of economic science and to promote his preparation for the duties of citizenship. The principles are developed from a study and discussion of the actual processes and organi-

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zation of industrial society. Several series of problems are set for solution and discussed in connection with the study of text-books and collateral reading.

Professor Barrett; 3 hours, second half-year.

2a. Distribution and Socialism. This course affords an opportunity for a comparatively intensive study of some phases of economic principles. The primary purpose is to examine the distribution of wealth among the different classes of society. Socialism, as a remedy suggested for present day social discontent, is given considerable attention and its strength and weaknesses are investigated. Visits are made to industrial plants and other institutions of economic interest in Philadelphia and vicinity.

Professor Barrett; 3 hours, first half-year.

[Not offered in 1916-17.]

3b. Labor Problems. A study is made of the factory system, collective bargaining, trade unions, employers' associations, strikes and boycotts, methods of arbitration and conciliation, labor legislation and court decisions, employers' liability, workmen's insurance and compensation systems, etc. An extended investigation of some phase of the labor question is required of each student. Lectures and discussion of assigned readings.

Professor Barrett; 3 hours, second half-year.

[Not offered in 1916-17.]

4a. Money and Banking. The course begins with a review of the principles of money and of the functions of a bank, followed by a brief survey of the history and present practice of banking in leading countries, but with extended study of conditions in the United States.

COURSES OF INSTRUCTION

Such practical problems as the monetary standard, credit, price movements and their effects on incomes and the cost of living, crises, foreign exchange, and the reforms in our banking system are taken up.

Professor Barrett; 3 hours, first half-year.

5b. Financial Topics. Important steps in the monetary, banking, and financial development of the United States. Especial attention is given to the greenbacks and the resumption of specie payments, constituting a study of America's experience with paper money in the period 1861-1879, and comparison is made with European experience resulting from the war of 1914. The period of America's business development since 1897 is reviewed. This course should be preceded by Economics 4a.

Professor Barrett; 3 hours, second half-year.

6a. Corporations. A study is made of industrial organization and the trust problem. The topics include forms of business organization, covering partnerships, corporations, pools, trusts, and holding companies; the elements of corporation finance; problems of governmental regulation of corporations and trusts.

Professor Barrett; 3 hours, first half-year.

7b. Transportation. The historical development and present status of railway systems and water transportation in the United States are treated. The problems of rate-making, pooling, consolidation, public control, are discussed. The relation of railways to shippers and to the public is shown.

Professor Barrett; 3 hours, second half-year.

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SOCIAL WORK

Courses 1a and 1b are elective for Sophomores, Juniors, and Seniors; Courses 2 and 3 are elective for Juniors and Seniors; Course 4a is required of Seniors.

1a. *Race Problems.* A study of the problems presented by the presence in the United States of the Negro and the American Indian and by the unprecedented tide of European immigration. The course includes a discussion of means used or proposed for working out the best relation of these various groups to the national life of America.

Professor Watson; 4 hours, first half-year.

1b. *Criminology.* An examination of the biologic and economic bases of crime, a study of criminal procedure and of the science of penology. A limited number of visits to correctional institutions in or near Philadelphia will be made.

Professor Watson; 4 hours, second half-year.

2. *Origin and Development of Social Institutions.* This course is intended to serve as a general introduction to the study of society. The evolutionary point of view as applied to social institutions affords a perspective that is valuable in dealing with modern social problems. A study will be made of the origin and development of the family, industry, the church, the state, and the school. The changing inter-relations of these social institutions has given rise to such current social problems as an increasing divorce rate, the entrance of women into industry, a falling birth-rate, and child labor. Such problems will be discussed as phases of social evolution.

Professor Watson; 3 hours.

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3. *Theory and Practice of Social Case Work.* The purpose of this course is to acquaint the student with the principles and technique of social work with individuals and families (social case work). The work of the course consists of lectures, conferences, collateral readings and field work. The field work, which is done in connection with some of the leading social agencies of Philadelphia, is an important and integral part of the course, acquainting the student at first hand with many social problems and affording an opportunity to observe the methods employed in meeting some of them.

Professor Watson; 3 hours.

4a. *Survey of Modern Organized Movements in Social Work.* The phrase "organized movement" as used in the title of this course refers to any social effort, community, state, or national, which aims to prevent poverty, disease, and crime and to increase the common welfare. The course begins with an analysis of the scientific basis underlying social work and then proceeds to a presentation of a cross-section of current social movements, considering in turn those movements which aim to improve (a) the working conditions, (b) the living conditions, and (c) the recreational facilities of modern communities.

Professor Watson; 3 hours, first half-year.

BIBLICAL LITERATURE

Course 1b is required of all Juniors. Courses 2, 3, 4, 5 and 6 are elective for Juniors and Seniors. Course 4 may be elected by Sophomores as a four-hour course. Course 5 is open only to students who have taken Greek 1. For other related courses see Philosophy 2 and 3.

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1b. *Life and Teachings of Jesus*. After a general study of the origin and character of the gospels, the main features of Jesus' life and teachings are considered in detail. Kent, *Historical Bible*, Vol. V, is used as a text-book. Recitations, lectures, readings, and reports.

Professor Cadbury; 3 hours, second half-year.

2a. *Life and Times of Paul*. The general conditions of New Testament times are reviewed, and the life and work of Paul is studied on the basis of his letters and the *Acts of the Apostles*, with some consideration of his personality and religious beliefs.

Professor Cadbury; 3 hours, first half-year.

[Not offered in 1916-17.]

3. *Introduction to the New Testament*. The history of the canon, text, and English translation of the New Testament, with the study of the origin of the several books (date, authorship, and related questions of "introduction").

Professor Cadbury; 3 hours.

4. *Old Testament History and Introduction*. A thorough study of the most important parts of the Old Testament and Apocrypha based on Kent, *Historical Bible*, Vols. I-IV. Recitations, lectures, and reports.

Professor Cadbury; 3 hours, or more.

5. *Greek New Testament*. Translation and explanation of the Greek text of books selected from the New Testament (or other Christian and Jewish writings) with lectures, readings, and investigations on related historical, literary, and linguistic subjects. The work of this course is so varied that it may be elected in several half-years.

Professor Cadbury; 3 hours, half-year.

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6. *Elementary Hebrew.* Davidson, *An Introductory Hebrew Grammar.* Selected readings from the Old Testament.

Professor Cadbury; 3 hours.

PHILOSOPHY

Course 5b is required of all Seniors. Course 1a is required of all Juniors. All other courses are electives for Juniors and Seniors. Course 6 may be taken only by the special permission of the instructor.

1a. *Psychology.* A course in general psychology. James, *Psychology (Briefer Course)*, is used as a text-book supplemented by lectures. A short series of lectures is also given on logic.

Professor Jones; 3 hours, first half-year.

2a. *Development of Christian Thought.* This course is devoted to a study of the original message of Christianity and the development of Christian thought as found in the Gospels and Epistles of the New Testament. It consists of lectures, assigned reading, and theses.

Professor Jones; 3 hours, first half-year.

3b. *Development of Christian Thought.* This course deals with the great types of Christian thought in its development in different epochs of the Church from the end of the Apostolic Age down to modern times, including the intellectual movements of the first three centuries, the Augustinian conception of Christianity, the Lutheran, the Calvinistic, and the Quaker conception. Lectures, assigned reading, and theses.

Professor Jones; 3 hours, second half-year.

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4. *History of Philosophy.* The chief systems of philosophy from the earliest period down to modern times. The development of theories of idealism receives special attention. The text-books required are Thilly, *History of Philosophy*, and Royce, *The Spirit of Modern Philosophy*. Lectures, collateral reading, discussions, and theses.

Professor Jones; 3 hours.

5b. *Ethics.* In this course are considered the important ethical theories in their historic development and the task of discovering a satisfactory criterion or basis of moral action. Some one system of ethics must be mastered by the student and be presented in a thesis.

Professor Jones; 3 hours, second half-year.

6. *Religious and Philosophical Movements.* This course is for advanced students and honor men only, and is conducted on the seminar method. Different epochs are studied from year to year.

Professor Jones; 2 hours.

ASTRONOMY

The Haverford Observatory affords students the means of becoming familiar with the use of astronomical instruments, and of acquiring, from actual observation, a practical acquaintance with astronomy.

The equipment consists of an equatorial telescope, with 10-inch object glass by Clark, eyepieces, filar micrometer, and a Grubb prismatic spectroscope; a meridian circle telescope of $3\frac{3}{4}$ -inch aperture; a combined transit and

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zenith telescope of $1\frac{3}{4}$ -inch aperture; two sextants; two clocks; a chronograph by Bond; charts, globes, and instruments for elementary laboratory exercises. The astronomical library is housed in the Observatory.

The latitude of the Observatory is $40^{\circ} 0' 40.1''$ north; its longitude, 5 h. 1 m. 14.5 sec. west from Greenwich.

1a. *Elementary Astronomy.* This course is mainly descriptive. It sets forth the leading facts of astronomy and gives an elementary explanation of the methods by which they are ascertained. Lectures, recitations, and laboratory exercises. Young, *Manual of Astronomy*.

Professor Wilson; 3 hours, first half-year.

[Not offered in 1916-17.]

2b. *Elements of Practical Astronomy.* A study of the sextant, transit, and equatorial; practice in determination of instrumental constants, latitude and time. The course is opened with a brief review of the essentials of spherical trigonometry. Campbell, *Practical Astronomy*, with the use of the *American Ephemeris*. Prerequisite, Astronomy 1a. Lectures and observatory work.

Professor Wilson; 3 hours, second half-year.

[Not offered in 1916-17.]

BIOLOGY

The Biological Laboratory is amply equipped with microscopes, reagents, and all other necessary apparatus and appliances. It also contains several hundred biological works and zoölogical, anatomical, and botanical charts.

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The courses of the department are suitable for students intending to study medicine.

Course 1 is required of all Freshmen.

Courses 2 to 11 are elective, but Courses 3 to 5, inclusive, must be preceded by Course 2.

1a. *Elementary Physiology and Hygiene.* This course is preparatory to the general physical training required by the College, and includes physiology, hygiene, a brief review of human anatomy, and lectures on the special sense organs.

Professor Babbitt; 2 hours, first quarter.

2. *Elementary Biology.* The lectures of this course are devoted to a discussion of the fundamental principles of the structure and life-processes of animals and plants and also of some of the more important questions relating to their origin and evolution. The laboratory periods are devoted to the practical study of typical representatives of some of the greater groups of animals and plants. Many field excursions are taken in order to study animals and plants in their natural environment. Two lectures and two laboratory periods a week.

Professor Pratt; 4 hours.

3. *Comparative Anatomy of Vertebrates.* The laboratory work of this course includes the dissection and study of a cartilaginous and a bony fish, an amphibian, a reptile, a bird, and a mammal. One lecture and two laboratory periods a week.

Professor Pratt; 3 hours.

[Not offered in 1916-17.]

COURSES OF INSTRUCTION

4. *General Morphology.* This course is intended for those who may wish to make a more extended study of any group of animals or plants than is possible in the other courses.

Professor Pratt; 3 hours, or more.

5. *Histology and Embryology of Vertebrates.* The laboratory work in this course is devoted to the study of vertebrate histology and to the embryology of the frog, the chick, and the pig. One lecture and two laboratory periods a week.

Professor Pratt; 3 hours.

6a. *General Botany.* The laboratory work of this course consists of the dissection and study of typical representatives of the principal groups of plants. One lecture or recitation and two laboratory periods a week.

Professor Pratt; 3 hours, first half-year.

[Not offered in 1916-17.]

7. *Evolution and Heredity.* This is a general cultural course, intended not only for scientific students but for all who wish to be informed on current biological matters and theories. It consists of lectures and readings on animals and plants, and on the most important theories of the nature and maintenance of life and of evolution and heredity.

Professor Pratt; 3 hours.

8. *Human Anatomy.* A course in general and applied anatomy preparatory to medical, law and teaching professions. The first half year is devoted to osteology, syndesmology and the muscular system; the second, to the thorax and abdomen, the reproductive organs, central and special nervous systems. The equipment of skeleton,

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manikin, models, charts, etc., is complete, and the course will be supplemented by visits to Blockley Hospital and the dissecting rooms in Philadelphia.

Professor Babbitt; 3 hours.

9a. Advanced and Applied Physiology. A theoretical and laboratory course in general advanced physiology with special analysis of blood, digestive secretions, general excretions, stomach analysis, muscle tracings, etc.

Professor Babbitt; 3 hours, first half-year.

10b. Bacteriology and Hygiene. A course in general bacteriological study of the more common parasitic bacteria with appropriate apparatus for their culture and analysis; sanitation and municipal hygiene; history of epidemics and world plagues; climatological variation in national and local influence. Visits are made to public laboratories of hygiene.

Professor Babbitt; 3 hours, second half-year.

11b. Vertebrate Field Work. The study of vertebrates in their natural environment. The object of the course is to make the student familiar with the vertebrate fauna of southeastern Pennsylvania. Collection and preparation of specimens and observation in the field will constitute the greater part of the work of the course. There will be one lecture and two field periods a week.

E. R. Dunn; 3 hours, second half-year.

[Not offered in 1916-17.]

GEOLOGY

1b. Elementary Geology. A discussion of the general principles of the science. Excursions are taken occasionally in which the physiographical and geological features

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of the country about Haverford are studied, and trips are made to the important paleontological and mineralogical collections of Philadelphia.

Professor Pratt; 3 hours, second half-year.

[Not offered in 1916-17.]

CHEMISTRY

The chemical laboratory affords ample facilities for the prosecution of elementary or advanced work. The professor and his assistants are in constant attendance. The laboratory work comprises elementary experiments in general chemistry; the preparation of a number of pure compounds; qualitative and quantitative analysis; and experimental work illustrating chemical laws and theories. Chemistry 1 may be taken by Freshmen with the consent of the instructor.

1. *Elementary General Chemistry.* In this course students will ordinarily have two lectures or recitations and two laboratory periods a week. The preparation, properties, and uses of the more important elements and inorganic compounds are discussed in the lectures and are illustrated by experiments. In the laboratory the time is given mainly to the preparation and study of the non-metallic elements and a few of their compounds.

Professor Hall and F. M. Henley; 4 hours.

2. *Qualitative Analysis.* The exercises are mainly practical, but there is, each week, at least one lecture or examination. Although the instruction is devoted chiefly to the methods of qualitative analysis, it is expected that the student will increase materially his knowledge of general chemistry by following this course.

Professor Hall; 3 hours, or more by arrangement.

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3. *Quantitative Analysis.* The simpler gravimetric and volumetric methods of analysis are studied. The calibration of flasks and burettes is also included.

Professor Hall; 3 hours, or more by arrangement.

4. *Organic Chemistry.* This course consists of lectures, recitations, and laboratory work throughout the year. It will be found useful not only to those intending to become chemists, but also to students of biology and medicine.

Professor Hall; 3 hours.

5. *Advanced Quantitative Analysis.* This course is a continuation of Course 3, but includes the analysis of silicates and other complex compounds, the examination of water, milk, butter, iron, steel, etc.

Professor Hall; 3 hours, or more by arrangement.

PHYSICS

The efficiency of the Department of Physics has been greatly increased by the acquisition of the large lecture room and laboratory recently vacated by the Department of Chemistry; and also by the installation in the basement of Founders Hall of a modern shop for instrument-making. A rotary pump delivers either compressed air or a vacuum to all rooms occupied by the Department. A new 24-inch induction coil and accessory apparatus have made the laboratory well equipped for all sorts of X-ray work. The wireless telegraph station is in communication with neighboring stations, and the time is received daily from the government station at Arlington, Va.

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All apparatus has been carefully chosen to illustrate the principal phenomena dealt with in the lecture demonstrations of both elementary and advanced work.

The apparatus belonging to the electrical laboratory was selected to illustrate the modern application of electricity as well as its fundamental principles. This includes many types of generators and motors, both alternating and direct; a complete line of measuring instruments; arc and incandescent lamps; galvanometers, bridges, standards, etc. All the rooms are supplied throughout with both gas and electric light. The following currents are available: 20 volt storage battery, 110 volt direct, 110 and 220 volt 60 cycle three phase alternating, and, by means of transformers, other voltages and phase relations.

Course A is intended for those who have never studied Physics before.

Courses 2 and 4 are usually given in alternate years, as are also 3 and 5, and all are open as electives to those who have taken Course 1.

Courses 6 and 7 are open as electives to those who have satisfactorily completed the prerequisites. These courses are given every year.

A. Elementary Physics. The student is made familiar with natural laws and their applications to daily life, and receives sufficient preparation to enable him to pursue the subject further. The lectures are accompanied by numerous experimental demonstrations. There are two lectures and one laboratory period per week. Text-book, Hall, *Elements of Physics*.

Professors Palmer and Sawtelle; 3 hours.

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1. *General Physics.* This course is open to those who have offered physics for entrance to College or have passed Physics A. Mechanics, sound, heat, light, magnetism, and electricity are taken up and treated in detail. A feature of this course is the laboratory work, the chief aim of which is accuracy of observation and of measurement. At least one period each week is spent in the laboratory. The text-books are Spinney, *General Physics*, and Ames and Bliss, *Manual of Experiments in Physics*.

Professors Palmer and Sawtelle; 4 hours.

2a. *Electricity and Magnetism.* Lectures and laboratory work. This course is an extension of Physics 1 and includes a discussion of such topics as Kirchhoff's laws, magnetism in iron and other metals, resistance, current strength, potential, capacity, inductance and the laws of the magnetic circuit.

Professor Sawtelle; 3 hours, first half-year.

[Not offered in 1916-17.]

3a. *Electric Conduction in Gases and Radioactivity.* A study of vacuum tube phenomena, cathode rays, Roentgen rays, and radioactivity is followed by an introduction to the theory of ionization, and to the corpuscular theory of matter. The lectures are accompanied by many interesting demonstrations. There is no laboratory work. The text-book is McClung, *Conduction of Electricity*, and the books of J. J. Thompson, Rutherford, and Fournier are used for reference.

Professor Palmer; 3 hours, first half-year.

4b. *Electric Waves.* The phenomena of electrical oscillations and Hertz waves with their application to

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radio-telegraphy are discussed in this course. Prerequisite, Physics 1. The text-book is Pierce, *Principles of Wireless Telegraphy*.

Professor Sawtelle; 3 hours, first half-year.

5b. *Optics*. Lectures and laboratory work. This course is a continuation of Physics 1 and includes a discussion of the principles of dispersion, interference, diffraction, and polarization. The last part of the course is devoted to a brief study of magneto-optics, and the laws of radiation. The optical laboratory is equipped with the necessary apparatus for such quantitative determinations as may be required. The reference book is Wood, *Physical Optics*.

Professor Sawtelle; 3 hours, second half-year.

[Not offered in 1916-17.]

6. *Electrical Engineering*. This course includes a general survey of electrical science with its applications. A knowledge of electricity such as would be obtained in Physics A or 1 is required. The instruction is carried on by text-book, lectures, and laboratory work. It includes a study of instruments, generators, motors, transformers, arc and incandescent lamps, heaters, welders, the telephone, etc. The practical phases of the subject, such as wiring, testing apparatus, rates, etc., are taken up.

Professor Rittenhouse; 3 hours.

7a. *Electrical Engineering*. Prerequisite, Physics 6 or equivalent. The theory of alternating currents and a study of alternating current apparatus. At least one laboratory period a week is required. Text-book, Franklin and Esty, *Dynamos and Motors*.

Professor Rittenhouse; 3 hours, or more, first half-year.

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7b. Electrical Engineering. Prerequisite, Physics 6 or equivalent. A detailed study of direct current electrical apparatus. At least one laboratory period a week is required. The experiments include efficiency tests of electrical apparatus, the calibration of instruments, etc. Power costs and the modern applications are studied and illustrated by visits to the large power houses in Philadelphia and the vicinity. Text-book as in 7a.

Professor Rittenhouse; 3 hours, or more, second half-year.

ENGINEERING

The engineering courses are designed to give a thorough training in fundamental engineering principles and, as far as practicable, to teach the application of these principles to the generation and utilization of power and to the construction of machines.

Exceptional facilities for observing the practical side of the work are offered by the many manufacturing companies in and near Philadelphia, and frequent inspection trips are made.

The Engineering Department occupies Whitall Hall, a commodious stone building, three stories high. The equipment of the shop is modern and of the best quality. The woodworking room affords accommodation for fourteen students. The benches are provided with quick-action vises and a complete set of carpenter's tools for each student. This shop contains a 36" band saw and four wood-lathes. The iron-working room contains a 24" x 12' Blaisdel engine-lathe and three smaller engine-lathes; a 24" x 24" x 6' planer, a Becker-Brainard universal milling-machine, a Gould and Eberhardt 16" shaper, two drill-presses, several vises and complete sets

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of machinist's tools for bench-work, pipe-fitting, etc. Steam-engine indicators, weighing-scales, standard pressure-gauges, calorimeters and electrical measuring-instruments, in connection with the central heating and lighting plant, afford good opportunity for the testing of boilers, engines and dynamos. A 30,000-pound Riehle screw testing-machine gives opportunity for testing materials and for investigating the laws of stress and strain. The third story of the building is devoted to drawing; it is a large and well-lighted room, where thirty students may be accommodated at one time. The equipment includes a number of pieces for study and sketching, such as steam and air pumps, safety-valves, shaft-hangers, etc.

A description of the mechanical courses is given below. For the electrical engineering courses see Physics 6 and 7.

All of these courses are open as electives to those who have satisfactorily completed the prerequisites.

Special courses may be arranged to suit the needs of those students intending to continue their engineering studies at other institutions.

1a. Mechanical Drawing. Notation and orthographic projection on three planes. Anthony, *Mechanical Drawing*.

Professor Chase; 2 hours, half-year.

1a'. Wood Work. Graded exercises in joinery, turning and pattern making. Goss, *Bench Work in Wood*.

Professor Rittenhouse and P. W. Weaver; 2 hours, half-year.

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1b. *Descriptive Geometry*. Principles and application. Faunce, *Descriptive Geometry*.

Professor Chase; 2 hours, half-year.

1b'. *Bench Work in Iron*. Filing, chipping, babbitting, etc. R. H. Smith, *Elements of Machine Work*.

Professor Rittenhouse and P. W. Weaver; 2 hours, half-year.

2a. *Mechanical Drawing*. Sketching from models. Detail drawings, tracings and blue prints from sketches. Practical application of the principles of descriptive geometry, of orthographic projection and of notation.

Professor Chase; 2 hours, half-year.

2a'. *Forge and Pipe Work*. Bacon, *Forge Work*.

Professor Rittenhouse and P. W. Weaver; 2 hours, half-year.

2b. *Elements of Mechanism*. A study of the mechanical movements employed in machinery; velocity diagrams and quick return motions; transmission gears. Two lectures or recitations and one draughting-room period a week. Keown, *Mechanism*.

Professors Rittenhouse and Chase; 3 or 4 hours.

3a. *Empirical Design*. Machine shop shafting, couplings, bearings, hangers, etc.

Professor Chase; 2 hours, half-year.

3a'. *Machine Tool Work*. Graded exercises on lathe, planer, milling machine and drill-press. R. H. Smith, *Principles of Machine Work*.

Professor Rittenhouse and P. W. Weaver; 2 hours, half-year.

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3b. *Machine Design.* The gas, gasoline, and steam engine. Reference library available.

Professors Rittenhouse and Chase; 2 hours, half-year.

4a. *Steam Engineering.* This course includes a study of steam and gas engines, condensers, air-compressors, steam-boilers, power plant economies and the cost of power. Horse-power tests are made and efficiencies studied. The thermo-dynamic principles involved are considered in the latter half of the course. An additional hour in valve gear work may be elected. Allen and Bursley, *Heat Engines*.

Professor Rittenhouse; 3 hours, first half-year.

5b. *Mechanics of Materials.* A study of the materials employed in engineering constructions; of stress and strain; of beams and columns; of shafting; of girders, trusses, combined stresses, etc.

A series of tests on the screw testing-machine is made by each student. Boyd, *Strength of Materials*.

Students completing this course may arrange to take a course in structural design. The work in this will be arranged to suit the needs of those who elect it. It will include graphic statics and the design or analysis of a complete roof or bridge truss.

Professor Rittenhouse; 3 hours, second half-year.

PHYSICAL TRAINING

The college equipment for outdoor athletics includes: Walton Field for Rugby football and track sports, with a new concrete grandstand and 440-yard oval and 220-yard straightaway cinder tracks; The Class of 1888 and

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Merion Fields for Association football; a skating pond; Cope Field for cricket, with players' pavilion and shed for winter practice; and several tennis courts.

The Gymnasium contains a main floor, sixty by ninety feet, equipped with the most improved appliances for American and Swedish gymnastics. It has an inclined running track, five feet in width. Adjoining the main floor are offices for the use of the directors in physical examination and measurement, and special student conferences. Adjoining the main hall is a large and comfortable reading-room with magazines and papers. Above are a trophy room and apartments for the use of the alumni. The basement contains dressing-rooms, a number of well-ventilated lockers, shower-baths, a swimming-pool, and a double bowling-alley. There is a special dressing-room provided for the faculty and visiting athletic teams.

A thorough physical examination is given to each student upon entrance, and another at the end of the Sophomore year. No student whose physical condition is unsatisfactory will be permitted to represent the College on any athletic team. Ability to swim two lengths of the gymnasium pool is required of Sophomores before leaving the required Physical Training course.

Course 1 is required of Freshmen in connection with Biology 1*a* (see page 68), Course 2 of Sophomores. Course 3 is an elective for Seniors and Juniors but it may be substituted for Courses 1 and 2 by Sophomores and Freshmen who pass with grades of 80 per cent qualification tests at stated periods.

1. A course in systematic calisthenic drill, marching and apparatus work during the second and third quarters of

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the year. Four periods of the second quarter are devoted to lecture demonstration upon the general muscular anatomy of the shoulder, neck, chest and back and similar periods during the third quarter on the muscular anatomy of the abdomen, thighs and legs. In the mid-year examination 50 per cent is credited for written test upon lectures and topics assigned and 50 per cent for practical floor examination.

Professor Babbitt and J. E. Wolf; 3 hours, second and third quarters.

2. A more advanced course in light and heavy gymnastic work with four lecture periods in each quarter devoted to muscle structure, physiology and chemistry, science of heat production and nervous mechanism of coordination. Four periods in the third quarter are devoted to theory and principles of physical education, gymnastic therapeutics, corrective exercises for postural deformity and athletic emergencies. A mid-year examination similar to that in Physical Training 1 is held at the customary time.

Professor Babbitt and J. E. Wolf; 3 hours, second and third quarters.

3. Elective practice in advanced gymnasium work; track and soccer field practice with team squads.

THE LIBRARY

The College Library now contains about sixty-seven thousand volumes, besides numerous classified but uncatalogued pamphlets. It has been selected and arranged with the object of making it especially useful to college professors and students. All have free access to the shelves and are permitted to withdraw from the library any volumes except those reserved for special reasons. The librarians are ready to give any aid in their power to readers.

About four thousand dollars are expended yearly for the purchase of books and periodicals. The library is a regular government depository and receives many substantial gifts and bequests.

The William H. Jenks collection of Friends' tracts, mostly of the seventeenth century, numbers more than fourteen hundred separately bound titles. The library possesses the fine Harris collection of over sixty Hebrew, Greek, Latin, Arabic, Syriac and Ethiopic manuscripts collected by J. Rendel Harris. Besides these there is a collection of facsimiles of ancient documents, including photographic facsimiles of the four great manuscripts of the New Testament, of the Freer Washington manuscript, and of the recently discovered Odes of Solomon. There is a collection of more than four hundred Babylonian clay tablets dating from B.C. 2500. There are also seven hundred reproductions in fictile ivory of ancient and medieval carved ivories.

Over two hundred literary and scientific periodicals are taken, besides many annual reports, yearbooks and irregular continuations.

The library is open, with some exceptions, on week days from 8.30 A. M. to 10 P. M., and on Sundays from 3 to 6 P. M. While designed especially for the use of the officers and students, it affords to others the privilege of consulting and, under certain restrictions, of withdrawing books.

THE CHARLES ROBERTS AUTOGRAPH COLLECTION

This autograph collection, formed by the late Charles Roberts, of Philadelphia, a graduate (1864) and for many years a Manager of the College, was in 1902 presented to the College by his wife, Lucy B. Roberts. It consists of more than 11,000 items, embracing not only autograph letters of European and American authors, statesmen, scientists, ecclesiastics, monarchs, and others, but also several series of valuable papers. The whole collection, covering as it does the period beginning with the late fifteenth century and coming down to the present day, is one of unusual historical and literary interest.

It has been housed in a fireproof room, and a careful card catalogue has been prepared. The collection is open for inspection or research on application to the curator, Professor Thomas.

GRADING OF STUDENTS

In determining the standing of the student, daily recitations, hour examinations, and final examinations are all employed. The grades attained by students in their college courses are indicated on reports, issued quarterly, by the five letters, A, B, C, D, E. A indicates a grade from 90 to 100, inclusive; B from 80, inclusive, to 90; C from 65, inclusive, to 80; D from 50, inclusive, to 65, and E indicates a failure. The numerical grades are not published. No student is permitted to graduate if his combined average for the Junior and Senior years is below C.

HONORS

Honors are awarded for excellence in the studies of single departments. They are never given merely for performance of routine work in courses, but a considerable amount of extra work is demanded in every case.

Honors are of three kinds:

(a) *Honorable Mention*, to be awarded for work in a single course meeting not less than two hours per week throughout the year, plus additional work to the total amount of not less than 75 hours. Candidates for Honorable Mention must obtain the grade of A in the regular work of the course and pass creditably an examination on the additional work required. Two half-courses in the same department may be construed as a single course. Honorable Mention will be awarded for work in History 1b or 2a, or in Economics 1b, provided the preceding requirements as to grade and additional work are satisfied.

(b) *Preliminary Honors*, to be awarded at the end of either Sophomore, Junior, or Senior year for not less than two full courses in a single department, plus additional work to the total amount of not less than 150 hours. Candidates for Preliminary Honors must obtain a grade of at least B in all courses required for such honors (see below) and a grade of A in such of these courses as are taken in the year in which they are candidates, and must pass creditably examinations on the additional work required.

(c) *Final Honors*, to be awarded upon graduation for work in the courses of a single department, plus additional

HONORS

work to the total amount of not less than 250 hours. Candidates for Final Honors must take at least four full courses in the department in which they apply for honors, at least two of these courses being in the Junior and Senior years. They must in all of these courses obtain a grade of at least B and in those taken in the Senior year a grade of A, and must pass creditably examinations on the additional work required. There are three grades of final Honors: Honors, High Honors, and Highest Honors. The requirements for High Honors are of a more exacting nature than those for Honors, and Highest Honors are reserved for very exceptional cases. Both High Honors and Highest Honors are awarded only by special vote of the Faculty.

Students entering with advanced standing may offer work done elsewhere towards satisfying the requirements for Preliminary or Final Honors.

A student who has received the prescribed grade in the regular work of a course required for honors, but who has not done the additional work required in connection with such course, may, with the consent of the professor in charge, make up his deficiency in a later year, but in the case of Final Honors all such deficiencies must be made up by the end of the Junior year.

The minimum requirements in courses for Preliminary Honors (if offered) and for Final Honors are specified on the next page.

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COURSES REQUIRED FOR PRELIMINARY AND FINAL HONORS

PRELIMINARY HONORS		FINAL HONORS
Greek	1, 2.	1, 2, 3, 4, 5,
Latin	1, 2.	1, 2, 3, 4, 5.
English	None given.	1, 2, 3, and the equivalent of two full courses from 6, 8, 9, 10, 11, 12, 13, 14, 15.
German	1, 2.	1, 2, and the equivalent of two full courses from 3, 4, 5, 6, 7.
French	1, 2.	1, 2, 3, and the equivalent of two full courses from 4 and 5.
Romance Languages	} None given.	{ French 1, 2, 3, 4, 5, and Honorable Mention in Spanish 1 and Italian 1.
Mathematics	1, 2.	1, 2, 3, 6.
History	None given.	1, 2, and the equivalent of three full courses from 3, 4, 5, 6, 7.
Economics	None given.	1, 2, 3, 4, 5, 6, 7.
Philosophy	None given.	1, 2, 3, 4, 5.
Biology	2 and 7.	2, 7, and the equivalent of two full courses from 3, 4, 5, 6, 8.
Chemistry	1, 2.	1, 2, 3, 4.
Physics	1, 2 and 3, or 4 and 5, or 6.	1, and the equivalent of three full courses from 2, 3, 4, 5, 6, 7.
Engineering	None given.	1, 2, 3, 4, 5.

DEFICIENT STUDENTS

Opportunities for the removal of entrance conditions will be given at the regular entrance examinations in June and September and at a special examination in January.

Opportunities for the removal of first half-year conditions will be given in April and September.

Opportunities for the removal of second half-year conditions will be given in September and January.

Conditions should be removed at the first regular re-examination period after failure; if not then removed, a fee of five dollars will be charged against the student at the next regular re-examination period, whether or not the make-up examination is actually taken. A student who has failed to remove a condition after two opportunities shall repeat the course and shall be charged five dollars per semester hour for the course repeated. In case of conflict the repeated course shall take precedence over all other courses. A student who is repeating a course, or who has conditions in excess of six hours of half-yearly courses, or who is carrying an entrance condition after January of the Freshman year shall have his name appear in the student list of the current catalogue marked with an asterisk (*) to indicate that he is not in full class standing.

DEGREES

BACHELOR OF ARTS AND BACHELOR OF SCIENCE

Students who have received credit for the full number of hours in prescribed and elective studies as described on page 40, provided they have for the Junior and Senior years a combined average of C, or above, are granted the

HAVERFORD COLLEGE

degree of Bachelor of Arts or Bachelor of Science. For the differences in the requirements for the two degrees see the footnotes on page 39. The fee for the Bachelor's diploma is ten dollars.

MASTER OF ARTS AND MASTER OF SCIENCE

Resident graduates who have received the Bachelor's degree from Haverford College may be admitted as candidates for the degree of Master of Arts or Master of Science. Such students must submit, in writing, for the approval of their instructors and the Faculty Committee on Advanced Degrees, a plan of study involving the equivalent of twelve hours a week in advanced courses. This plan shall be filed with the Registrar before October fifth of the year in which they expect to take their degrees.

Non-resident graduates of Haverford College of three years' standing or more may also be admitted to the Master's degree. They must, however, at the beginning of their work, arrange with the committee a definite course of study and make annual reports during three years to the instructors in charge.

Graduates of other colleges completing the Senior year in Haverford College will be permitted to become candidates for the Master's degree one year after graduation without further residence. Additional requirements may be made of such graduates, the amount to be determined in each case by previous attainments and the character of the work done in Haverford College.

Each candidate must pass an examination satisfactory to his instructors and to the Faculty Committee. At the option of the instructors, a thesis may be required. Before the examination the instructors in charge shall

EXPENSES

file with the committee a statement of the work done by the candidate.

The fee for the Master's diploma is twenty dollars. In the case of non-resident graduates an additional fee of ten dollars is required at the beginning of the course.

ROOMS

A student who continues in the College may retain the room he already occupies. The order of choice of vacant rooms is determined by lot, the upper classmen having precedence. Entering Freshmen may choose rooms in the order in which their application blanks for admission (see page 22) are received. For this choice a day is appointed, of which due notice is given in advance. Ten of the \$400 rooms are regularly reserved as a part of the apportionment for Freshmen.

A deposit of \$15 is required of all students, old and new, before a room will be reserved. In case the student occupies the room, the amount will be deducted from his bill for the following year; otherwise it will be forfeited.

EXPENSES

The combined charge for tuition, board, and room-rent varies from \$400 to \$575 a year according to the location of the rooms. This includes heat, electric light, the use of necessary bed-room furniture, and care of rooms. Students will supply their own study furniture. In general two students share one study and each has his private bed-room adjoining. A few single rooms are also available. The number of students accommodated in the different halls is as follows:

Merion Hall,	13 at \$400 each,
Merion Hall,	6 at \$425 each,

HAVERFORD COLLEGE

Merion Hall,	18 at \$450 each,
Founders Hall,	8 at \$400 each,
Barclay Hall,	22 at \$400 each,
Barclay Hall,	2 at \$425 each,
Barclay Hall,	3 at \$450 each,
Barclay Hall,	24 at \$475 each,
Barclay Hall,	47 at \$500 each,
Barclay Hall,	1 at \$535,
Lloyd Hall,	28 at \$575 each.

The charge for tuition of day-students is one hundred and fifty dollars a year; for tuition and mid-day meal, two hundred dollars a year.

An annual infirmary fee of five dollars is charged of all students boarding at the College.

Books and stationery will, at the option of the student, be supplied by the College and charged on the half-yearly bills. A charge is also made for materials consumed and breakage in the laboratories.

Bills for board and tuition are payable, three-fifths at the beginning, and two-fifths at the middle, of the college year.

THE MORRIS INFIRMARY

The Morris Infirmary, presented by John T. Morris, has been in operation since the fall of 1912. It affords ten beds, surgical room, isolation ward for contagious diseases, and accommodations for physician and nurse. Every provision has been made for both residence and dispensary care of all student conditions, medical and surgical, occurring during the college course. This opportunity allows prompt relief from the dangers of infection through illness in the college dormitories.

SCHOLARSHIPS

Except for the infirmary fee mentioned above, the attendance of the regular nurse is free to students. Medical attendance for brief ailments is also given, free of charge, by the college physician.

SCHOLARSHIPS

I. *Senior Foundation Scholarships.* Six scholarships of the annual value of \$300 each offered to graduates of Earlham, Penn, Wilmington, Guilford, and Whittier Colleges, and Friends' University, nominated by their respective Faculties.

II. *Isaiah V. Williamson Scholarships.* Three scholarships covering all expenses of board and tuition.

III. *Richard T. Jones Scholarship.* One scholarship covering all expenses of board and tuition.

(II and III are so arranged that one is usually vacated each year and awarded to a Freshman.)

IV. *Corporation Scholarships.* Sixteen scholarships of the annual value of \$300 each, awarded without application to the four students in each class who have the highest average scholarship. This is determined in the case of upper classmen from their general average for the year. In the case of the incoming Freshman class the scholarships will be assigned immediately after the Sixth month examinations (see pages 25-27) to those candidates entering by either plan of admission who are judged to be best prepared to do the work of the College.

V. *Edward Yarnall Scholarship.* One scholarship of the annual value of \$200. Open to Friends only.

HAVERFORD COLLEGE

VI. *Thomas P. Cope Scholarship*. One scholarship of the annual value of \$200. Open to Friends who intend to teach.

VII. *Sarah Marshall Scholarship*. One scholarship of the annual value of \$200.

VIII. *Mary M. Johnson Scholarship*. One scholarship of the annual value of \$200.

IX. *Day Scholarships*. Eight scholarships of the annual value of \$100 each.

X. *Tuition Scholarships*. Twenty-four scholarships of the annual value of \$150 each.

XI. *Alfred Smith Scholarship*. One scholarship given on competitive examination to a candidate for the Freshman class who is of German-American parentage and whose ancestors came to this country prior to the year 1800. The annual value is \$400. It may be held for two or more years if the work of the recipient is satisfactory, and may also be followed by a fellowship of \$400 for one year in Harvard University.

XII. *Joseph E. Gillingham Scholarships*. Four scholarships of the annual value of \$200 each "for meritorious students."

All scholarships are given for one year only, but, with the exception of I, they may be renewed by the College if the conduct and standing of the recipient be satisfactory.

The Senior Foundation Scholarships will thus be vacated yearly, and about one-fourth of the others.

Except IX, all scholarships involve residence at the College.

SCHOLARSHIPS

The following regulations will govern the grant of scholarships:

1. No scholarship will be given to a student who has conditions.
2. No scholarship will be given to a student who is in debt to the College.

HAVERFORD COLLEGE

FELLOWSHIPS

The Clementine Cope Fellowship, of the annual value of \$500, may be awarded by the Faculty to the best qualified applicant from the Senior class. He is required to spend the succeeding year in study at some American or foreign university approved by the Faculty.

Teaching Fellowships. Two fellowships of \$300 each, involving certain duties at Haverford College, are offered yearly on the same foundation. They are construed to cover all the charges for tuition, rooms, and board.

PRIZES

ALUMNI PRIZE FOR COMPOSITION AND ORATORY

The Association of the Alumni, in the year 1875, established an annual prize of \$50, either a gold medal or an equivalent value in books and bronze medal, for excellence in composition and oratory. The following are the rules governing the competition:

I. The Alumni medal is offered yearly for competition among the members of the Junior and Senior classes, as a prize for the best delivered oration prepared therefor.

II. Three or five judges shall be appointed from year to year by the Alumni Committee, who shall hear publicly all competitors who may be qualified to appear.

III. No oration shall occupy in delivery more than fifteen minutes.

PRIZES

IV. In making the award equal weight is to be given to the literary merits of the oration and to the manner of delivery.

V. The judges shall have the right to withhold the prize if the literary merits and the manner of delivery of the oration fall below a creditable standard of excellence.

THE EVERETT SOCIETY MEDAL

This silver medal is offered for competition in extemporaneous speaking by the members of the two lower classes. It is given in memory of the old Everett Society.

JOHN B. GARRETT PRIZES FOR SYSTEMATIC READING

Four prizes, worth \$40, \$30, \$20, and \$10, respectively, will be given in books to those members of the Junior class who, having creditably pursued their regular studies and paid proper attention to physical culture, shall have carried on the most profitable course of reading in standard authors during the Sophomore and Junior years.

The direction of the work and the award of the prizes shall be in the hands of a committee consisting of the President, the Librarian, and the Professor of English Literature.

There will be an oral examination to determine the scope and quality of the reading, and a thesis treating of subjects embraced in the course will be required.

Any or all of these prizes may be omitted if, in the judgment of the committee, the work does not justify an award.

HAVERFORD COLLEGE

THE CLASS OF 1896 PRIZES IN LATIN AND MATHEMATICS

These are two prizes worth \$10 each. They will be awarded in books at the end of the Sophomore year for proficiency in Latin and Mathematics, respectively.

THE CLASS OF 1898 PRIZE IN CHEMISTRY

The Class of 1898 offers a prize of \$10 in books to the member of either the Junior or Senior class who, in the judgment of the Professor of Chemistry, shall have done the most thorough and satisfactory work during the year in the laboratory, and in oral and written examinations. The prize will not be awarded twice to the same student.

THE CLASS OF 1902 PRIZE IN LATIN

The Class of 1902 offers a prize of \$10 in books to the Freshman whose work in Latin, in recitations and examinations combined, shall be the most satisfactory to the professor in charge of the department.

THE MATHEMATICAL DEPARTMENT PRIZE IN MATHEMATICS

The Mathematical Department offers a prize of \$10 in books, to be awarded at the end of the Freshman year, to the most proficient student in Mathematics.

THE ELLISTON P. MORRIS PRIZE

A prize of \$80, open to all undergraduates and to graduates of not more than three years' standing, is offered in alternate years for the best essay bearing on the general problem of "International Peace and the Means of Securing it." The next award will be made in the Fifth month of 1916, and will be announced at Com-

PRIZES

mencement. Any or all of the papers may be rejected if a high standard of merit is not reached. Competitors are urged to avoid mere discussion and fine writing, and to seek the advancement of knowledge by a study of facts or a proposal of practical advantage. The essays of 1916 may be written on one of the following subjects:

1. The grounds for believing that an international court of arbitral justice will become a substitute for war.
2. The ethical grounds for opposition to war.
3. Will the economic burden of war, and of national armament in time of peace, force the nations of the world to adopt peaceful methods of settling disputes?
4. Lessons for the peace movement in the armed conflicts of 1914 and 1915.

PRIZES IN PHILOSOPHY AND BIBLICAL LITERATURE

A prize of \$40 in books will be given each year to the student who, in the judgment of the professor in charge, does the most satisfactory amount of outside reading in philosophy in connection with the courses in that department. A second prize of \$25 will also be given. The prizes in philosophy are open only to Seniors and Juniors.

A prize of \$40 in books will be given each year to the student who, in the judgment of the professor in charge, does the most satisfactory amount of reading on the Bible and related subjects. A second prize of \$25 will also be given. The prizes in Biblical Literature can be competed for during any year of the College course.

THE SCHOLARSHIP IMPROVEMENT PRIZES

A first prize of \$50 and a second prize of \$45 will be given at the end of the Senior year to the two students,

HAVERFORD COLLEGE

who, in the opinion of the judges, show the most steady and marked improvement in scholarship during their college course.

THE HIBBARD GARRETT MEMORIAL PRIZES FOR VERSE

These are two prizes of \$25 and \$15 respectively. They are awarded for the best verse written by a Haverford undergraduate during the year.

PERIODICALS

Haverford College Bulletin is issued by the College eight times in each collegiate year. Included under this title are the College Reports, Catalogue, Athletic Annual, and other matter.

The Haverfordian, founded in 1879, is published monthly by the students during the college year.

Haverford News, founded in 1909, is published weekly by the students during the college year.

LECTURESHIPS

HAVERFORD LIBRARY LECTURES

The income of \$10,000, received in 1894 from the estate of Mary Farnum Brown, is available by the terms of the gift "to provide for an annual course or series of lectures before the Senior class of the College, and other students, on the Bible, its history and literature, and as way may open for it, upon its doctrine and its teaching."

THOMAS SHIPLEY LECTURES ON ENGLISH LITERATURE

The sum of \$5,000, presented in 1904 by Samuel R. Shipley, in memory of his father, Thomas Shipley, constitutes the Thomas Shipley Fund. The income of this fund is ordinarily to be used "for lectures on English literature."

SOCIETIES

A Young Men's Christian Association, organized in 1879, has a membership embracing practically the whole student body. It holds meetings twice a week, the mid-week meetings being addressed by prominent speakers from outside the College and the Sunday meetings being conducted by students. The work of the association includes a variety of outside activities, such as boys' work in Preston, Coopertown, and Ardmore; a number of Bible classes in the College and vicinity; mission work and social work in Philadelphia; deputation work, etc.

The Loganian Society, the oldest in the College, was founded in 1834, "for mutual improvement in Literature and Science." In 1906, when it was reorganized, its interests had extended so as to necessitate three departments—Civic, Scientific, and Debating. In 1908 the Civic Department withdrew to organize the Civic Club, an organization whose meetings are frequently addressed by prominent speakers. The Club carries on an active educational campaign among the Italians, for whom classes, meeting two and three times a week, are conducted in Bryn Mawr, Haverford, Ardmore, and Narberth. In 1909 the Scientific Department withdrew to reorganize the Scientific Society. With a membership of about fifty, it holds biweekly meetings addressed by members and by visiting scientists. The lectures are illustrated with experiments and lantern slides.

The Classical Club is composed of members of the Faculty, students, alumni, and others, who are interested in the life and literature of the Greeks and Romans.

SOCIETIES

A chapter of the Phi Beta Kappa Society, Zeta of Pennsylvania, was established at the College in 1898.

The Campus Club is an organization of the Faculty, students, and other friends of the College for promoting the study and preservation of trees, shrubs, birds, and wild animals on the College property.

The Haverford Union is an organization of alumni and students for the promotion of social fellowship. The home of the Union is a large and attractive building supplied with reading rooms, recreation rooms, sleeping rooms for visiting alumni, and a large assembly hall.

PUBLIC LECTURES AND MEETINGS

1914-1915

HAVERFORD LIBRARY LECTURE

"The Fine Art of Living," by Dr. Henry Churchill King, President of Oberlin College.

3rd mo. 2nd, 1915.

THOMAS SHIPLEY LECTURES ON ENGLISH LITERATURE

"Emerson in Concord," by Dr. Percy H. Boynton, Professor of English in Chicago University.

3rd mo. 17th, 1915.

"Boccaccio," by Sir Walter Raleigh, M.A., Professor of English Literature in Oxford University.

4th mo. 7th, 1915.

OTHER LECTURES

"Belgium," by M. Paul Hagemans, Consul-General for Belgium.

11th mo. 5th, 1914.

"The Present War in the Light of the Balkan War," by Dr. D. N. Furnajieff, Pastor of the Evangelical Church, Sofia, Bulgaria.

11th mo. 9th, 1914.

"The Case for Belgium," by Rev. Dugald MacFadyen, and an address by J. Allen Baker, M.P. Illustrated.

12th mo. 11th, 1914.

"The War and the Rights of Neutrals," by Dr. George W. Kirchwey, Dean of Columbia Law School. Under the auspices of the Civic Club of Haverford College.

12th mo. 17th, 1914.

HAVERFORD COLLEGE

"Readings from his Poems," by Vachel Lindsay.

2nd mo. 22nd, 1915.

"A Cruise through the Arctic and Alaska," by E. Marshall Scull (Haverford, 1901). Illustrated.

2nd mo. 25th, 1915.

MISCELLANEOUS

Concert by Mrs. A. G. H. Spiers and Mr. Beatty, under the auspices of the Music Study Club.

12th mo. 2nd, 1914.

Musical Recital, by Mme. Stuart Taylor and Miss Bertha Emily Harding, for the benefit of the Educational Fund of the Pennsylvania Medical Missionary Society.

12th mo. 12th, 1914.

"The Negro in the South and the Indian in the West," and "A Trip to Tidewater Virginia," by Miss Scoville and the Hampton Institute Quartette. Illustrated.

1st mo. 11th, 1915.

"The Historical Development of the Peace Ideal," by Stanley R. Yarnall, Chairman Executive Committee, Pennsylvania Arbitration and Peace Society, and Francis R. Taylor, Member of the Philadelphia Bar.

1st mo. 10th, 1915.

"The Greater Armaments Program for the United States," by Thomas Raeburn White, LL.D., President Pennsylvania Arbitration and Peace Society, Director of American Peace Society.

1st mo. 17th, 1915.

PUBLIC LECTURES AND MEETINGS

"Facts and Ideals," by Rufus M. Jones, Litt.D.,
Haverford College.

1st mo. 17th, 1915.

Annual Contests in Public Speaking for the Everett
Society Prize and the Alumni Prize in Oratory.

4th mo. 15th, 1915.

"The Woman Suffrage Amendment," by Frank W.
Garrison, Miss Adella Potter and Miss Maud Bassett
Gorham. Under the auspices of the Woman Suffrage
Party of Haverford and Lower Merion Townships.

4th mo. 21st, 1915.

Junior Day.

5th mo. 7th, 1915.

Senior Class Day.

6th mo. 10th, 1915.

Commencement Day. Commencement Exercises in
Roberts Hall, with address by President Flavell Sweeten
Luther, Ph.D., LL.D., of Trinity College, Hartford, Conn.

6th mo. 11th, 1915.

DEGREES, PRIZES AND HONORS
GRANTED IN 1914-1915

DEGREES

The following degrees were conferred on Commencement Day, 6th mo. 11th, 1915:

Masters of Arts

John Saeger Bradway, A.B. (Haverford College).

Thesis—Some Forerunners of the Opera.

Carroll Dunham Champlin, A.B. (Haverford College).

Thesis—The Philosophy of War and Some Psychological Aspects of the Great European Conflict.

Douglas Waples, A.B. (Haverford College).

Thesis—The Critics of the Mid-Victorian Period.

Bachelors of Arts

Edgar Milton Bowman	Joseph McNeill
Walter Carroll Brinton	Edwin Lawton Moore, Jr.
Edgar Chalfant Bye	Felix Muskett Morley
Galloway Cheston Carey	Yoshio Nitobé
Emmett Reid Dunn	Charles Brinkley Turner
Cyrus Falconer	Donald Beauchamp Van
John Westcott Gummere	Hollen
George Hervey Hallett, Jr.	Ernest Nicholson Votaw
Paul Craig Hendricks	Malcolm Husted Weikel
Edward Megarge Levis	Paul Kimball Whipple
William Alpheus White, Jr.	

FELLOWSHIPS AND SCHOLARSHIPS

Bachelors of Science

Percival Roy Allen	William Henry Leland
Donald Galbraith Baird	Harlan Linneus McCracken
Nelson Bader Coleman	Eugene Morris Pharo
Edward Newton Crosman, Jr.	Elmer Shaffer
Loring Pickering Crosman	Man Hoi Tang
Edward Lincoln Farr, Jr.	Kempton Potter Aiken
Andrew Harvey	Taylor
Harold William Helveston	Walter Elwood Vail
Thomas Hoopes, Jr.	Yvo Orestes Waln
Hubert Abbe Howson	William Dampier Webster

FELLOWSHIPS AND SCHOLARSHIPS FOR 1915-16

The Clementine Cope Fellowship

George Hervey Hallett, Jr.

Teaching Fellowships

Emmett Reid Dunn
Paul Kimball Whipple

Corporation Scholarships

Class of 1916

Ulric Johnson Mengert	William Townsend Hannum
Wilmar Mason Allen	Frank Wing Cary

Class of 1917

John William Spaeth, Jr.	Donald Hinshaw Painter
Joseph Warren Greene, III	Arthur Emerson Spellissy

Class of 1918

Evan Jones Lester, Jr.	Harrison Heikes Arnold
Neil Gilmour	Joseph Marchant Hayman, Jr.

HAVERFORD COLLEGE

Class of 1919

Roy Thurlby Griffith Frank Vigor Morley
William Fairbank Hastings Elmer Hancock Thorpe

PRIZES

The Alumni Prize for Composition and Oratory

Wilmar Mason Allen

Honorable Mention—Ulric Johnson Mengert

*The Everett Society Medal for Extemporaneous Speaking
by Sophomores and Freshmen*

Louis Kent Keay

*The Class of 1896 Prizes in Latin and Mathematics for
Sophomores*

Latin John William Spaeth, Jr.

Mathematics Arthur Emerson Spellissy

*The Class of 1898 Prize in Chemistry for Seniors and
Juniors*

Wilmar Mason Allen

The Class of 1902 Prize in Latin for Freshmen

Charles-Francis Long

*The Mathematical Department Prize in Mathematics for
Freshmen*

Neil Gilmour

The Reading Prizes in Philosophy for Seniors and Juniors

First Prize Elmer Shaffer

Second Prize Edgar Milton Bowman

HONORS

The Reading Prizes in Biblical Literature

First Prize.....Edgar Chalfant Bye
Second Prize.....Not awarded

The French Prizes for the best Essay on some subject connected with French Literature

Senior or Junior Prize.....Edgar Milton Bowman
Essay—Labiche
Sophomore Prize.....Albert Winter Hall
Essay—Alfred de Musset

The Hibbard Garrett Memorial Prizes for Verse

First Prize.....Eugene Morris Pharo
Poem—Old and New
Second Prize.....Felix Muskett Morley
Poem—Thomas Chatterton

HONORS

Seniors elected to the Phi Beta Kappa Society

At the end of the Junior Year

George Hervey Hallett, Jr. Edgar Milton Bowman
At the end of the Senior Year

Elmer Shaffer	Edgar Chalfant Bye
Paul Craig Hendricks	Walter Elwood Vail
Paul Kimball Whipple	Ernest Nicholson Votaw

Juniors elected to the Phi Beta Kappa Society

Ulric Johnson Mengert	Wilmar Mason Allen
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FINAL HONORS

High Honors

Elmer Shaffer.....Biology

HAVERFORD COLLEGE

Honors

Edgar Milton Bowman.....	Romance Languages
Emmett Reid Dunn.....	Biology
George Hervey Hallett, Jr.....	Mathematics and German
Paul Craig Hendricks.....	Economics
Felix Muskett Morley.....	English
Ernest Nicholson Votaw....	Economics and Mathematics
Paul Kimball Whipple.....	Latin

Preliminary Honors

Albert Winslow Barker.....	Latin
William Henry Chamberlin.....	Greek and Latin
John William Spaeth, Jr.....	Greek and Latin
Arthur Emerson Spellissy.....	Mathematics
Edward Mitchell Weston.....	Mathematics
Paul Kimball Whipple.....	French

Honorable Mention

Neil Gilmour.....	Freshman Mathematics
Albert Winter Hall.....	French 2
William Townsend Hannum.....	Mathematics 3
Joseph Marchant Hayman, Jr....	Freshman Mathematics
Paul Craig Hendricks.....	French 5
Evan Jones Lester, Jr.....	Greek A and Latin 1
Charles-Francis Long.....	Latin 1
Ulric Johnson Mengert.....	Mathematics 3
Edwin Lawton Moore, Jr.....	Biology 7
Gilbert Henry Moore.....	Biology 2
Sherman Parker Morgan.....	French 5
Henry Paul Schenck.....	Biology 2
Oliver Parry Tatum.....	Physics A
Charles Brinkley Turner.....	Economics 4
Henry Seymour Weller.....	French 5

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FEB 3 1916

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HAVERFORD COLLEGE

VOL. XIV

BULLETIN

No. 4

ALUMNI QUARTERLY

JANUARY, 1916

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- Haverford Extension Committee...Winthrop Sargent, '08
- A Nobel Prize Winner.....Theodore W. Richards, '85
- Letters from Haverfordians at the Front.
- A Letter on Preparedness.
- Haverford Soccer Champions.
- Book Reviews.
- News Synthesis from September to December.

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The
Haverford College Bulletin

ALUMNI QUARTERLY

January, 1916

OFFICERS ELECTED AT THE ANNUAL MEETING

June 11, 1915

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Vice-Presidents

DANIEL SMILEY, '78

GEORGE A. BARTON, '82

STANLEY R. YARNALL, '92

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J. HENRY SCATTERGOOD, '96

W. NELSON L. WEST, '92

EDWARD W. EVANS, '02

KEMPTON P. A. TAYLOR, '15

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EMMETT R. TATNALL, '07

114 Commercial Trust Bldg., Phila.

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1136 Ridge Ave., Phila.

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JOSEPH H. HAINES, '98

WINTHROP SARGENT, JR., '08

CHRISTOPHER D. MORLEY, '10

D. C. WENDELL, '16

RICHARD M. GUMMERE, '02, Managing Editor and Secretary,
Haverford College, Haverford, Pa.

EDITORIAL

THE contents of this number show how much Haverfordians are doing in the world's work. The highest honor for many years which has come to a Haverfordian is the Nobel Peace Prize, for which we congratulate Dr. Theodore Richards—one of the few Americans who ever was offered a chair in a European university. The Ambulance Corps is represented by four letters from the front. Plattsburg is explained by an Alumnus who answered the call of preparedness. All these efforts—both military and non-military—are individual choices, concerning which we are interested to hear. Lastly, we call attention to the communication from the Secretary, which follows immediately, and to the Extension Committee report, both of which all Alumni are urged to consider carefully.

ARRANGEMENTS for the Annual Banquet have been practically completed. It will be held at the Bellevue-Stratford Hotel on Saturday, January 29, 1916. President Isaac Sharpless; Dr. Charles Alexander Richmond, President of Union College, Schenectady, New York; and Dr. Walter Rauschenbusch, Professor of Church History, Rochester Theological Seminary, Rochester, New York, have agreed to address the gathering.

There are two subjects which come up before the Executive Committee year after year, but which can

hardly be discussed at the Annual Meeting in June in the limited time at our disposal. One of them is the question of how to raise enough money to pay for the expenses of the Association. We have, fortunately, a balance carried forward from the end of last year of about the same amount as the year before, but the expenses of the Association are increasing very materially. The supper on Alumni Day will cost us in the future probably in the neighborhood of \$1,200. In 1914 it cost only \$740. The ALUMNI BULLETIN will cost the Association \$200 a year, which is practically a new expense. The deficit on the Midwinter Dinner is likely to increase rather than to diminish, as private subscriptions in the past made to the Treasurer of the Dinner Committee and so not appearing in the Report of the Treasurer of the Association have very materially reduced it. It would be much appreciated by the Executive Committee, and the Treasurer in particular, if the annual subscribers, which are now about 300 members out of a total of 1200, were very materially increased.

Where shall we hold the Midwinter Dinner? The expenses have outrun the price (\$3.50), and yet the Association feels loath to leave a place which accords with the dignity and prestige of Haverford. As so many Alumni have approached the Executive Committee on this matter, the Secretary urges correspondence, either direct to himself or in the pages of the QUARTERLY.

JOSEPH H. HAINES, '98,
Secretary Alumni Association.

HAVERFORD EXTENSION COMMITTEE

To the Alumni Association of Haverford College:—

Regarding progress in the work of the Alumni Extension Committee since the date of my last report on this subject at the annual meeting of the Alumni, the following points will cover the situation:

The money which was guaranteed in various amounts and for various lengths of time by the Alumni interested in the project has been 80 per cent collected, thereby enabling us, from a financial standpoint, to go ahead with the work as originally intended.

In view of this, at a joint meeting with representatives of the Board of Managers, namely, Asa S. Wing, C. J. Rhoads, A. F. Huston, Samuel L. Allen, President Sharpless and the Alumni Extension Committee, Dr. R. M. Gummere was appointed Assistant to the President, with full and active charge of the work of the Alumni Extension Committee. Since this date the work of organization has been in charge of Dr. Gummere, to whom the Undergraduate Committee, organized by the Alumni Extension Committee last year, has been instructed to report.

General oversight of press notices and the stimulation of interest in Haverford among schoolboys of the vicinity has been the aim of the Extension Committee, and it is toward this end that the committee proposes to work in whatever way is compatible with the best interests of the College. This scheme has the support of President Sharpless and the whole Alumni body, and on behalf of the Committee we beg to urge your loyal co-operation.

WINTHROP SARGENT, JR., '08,
Chairman.

A NOBEL PRIZE-WINNER

THEODORE W. RICHARDS, '85

THE work for which Professor Richards is best known, and for which the Nobel prize for 1914 has been awarded, is his investigations upon the atomic weights of the elements. Of the eighty-odd elements, the values of the atomic weights of no less than twenty depend wholly or in large part upon the results of researches conducted by him during the past twenty-eight years. In the preparation of pure substances of definite composition and in the devising and perfecting of exact analytical methods, these researches represent the first real advance since Stas's classic investigations forty years ago, and they have been of far-reaching importance not only in the field of atomic weights but also in exact chemical work of a great many kinds.

Professor Richards' activity in the field of atomic weights is one result of a keen interest in the correlation of the different properties of matter. Recently this same interest has resulted in the development of an hypothesis of "compressible atoms," proposed by him in 1901. This hypothesis assumes the atoms to be elastic, relatively large with reference to the "free space," in combination at any rate in intimate contact, and susceptible to both distortion and compression under the influence of chemical affinity, cohesion and external pressure. In order to test the hypothesis, he has found it necessary to devise refined methods for the determi-

nation of various properties of elementary and compound substances, such as compressibilities, surface tensions, heats of evaporation, etc. He has been able to show that the hypothesis is of fundamental importance in explaining the relations between the different properties of matter and the changes in volume and energy which accompany chemical combination.

G. P. BAXTER (*on Haverford Faculty, 1899-1900*),
Professor of Chemistry in Harvard University.

THE following letters come direct from the trenches and pulsate with life. They explain themselves and reflect useful and self-forgetting lives. We print with pleasure both these and a letter from a Plattsburg volunteer. More such letters are expected in our next number—presenting both sides.

IN THE TOUR OF THE ARMIES SOMEWHERE IN FRANCE, NOVEMBER 2ND

(*Louisville Courier-Journal*)

BY MARY BOYLE O'REILLY

As the channel boat churned into Boulogne a tremulous little old woman told me her trouble. "I am Mary McMillan, at your service, ma'am. My Jack has been wounded at Loos. The War Office sent word to come. This is my first journey out of England. You don't happen to know when a quick train goes to——?"

The withered hands trembled piteously. Alone,

adrift in a world war, practically penniless, how could such a pilgrim make her way across France?

The clamor of a Gallic crowd rose from the quay.

"Does everyone speak French over here?" gasped Jack's mother. "Is there no one at all can help me reach my boy?" Slow tears rolled down her face. A big man wearing unmilitary khaki saw them and sprang up the gangplank. "Mrs. McMillan? Good; I come from your son. That's our motor-car waiting."

"Please, sir, are you an officer, or—or an army chaplain?"

"Neither," he answered cheerfully; "I am only a Friend. And—and I do not believe in war."

Then the great car plunged forward, carrying Jack's mother to her boy. "Only a Friend"—one of the religious sect often called "Quakers," whose creed stands for service, whose men neither fight nor swear. "Only a Friend" in a nightmare country blasted bare of life; fields catacombed with systems of man-deep galleries—trenches running across country for miles; shell-shattered woods empty of birds; mined quagmires; villages of dead houses—a world reeking with blood, canopied by perpetual smoke, echoing with the infuriating clangor of guns; in the midst of the reddest fields, a thousand men toiling at tasks of kindness—"only" the Society of Friends.

* * * * *

Maire Jeanne of Poperinghe told this story: "Our men have gone. Only the old and the weak remain. All we have in the world is here. To leave means to lose our fields. We must stay for the sake of the children. But behind the barbed wire fence we must have died—but for the Friends."

Along the shell-smashed road a canopy of yellow-flagged ambulances sped south to safety.

"Typhoid".... "the fields of Flanders are a charnel house. Round Ypres alone, 30,000 people were inoculated against the plague. To each one the Friends gave disinfectants"....

A broad-hatted Friend leaned from his motor to make inquiries. Three great trucks laden with new plows and harrows followed him....

"To-morrow the sheep and pigs and poultry will arrive," he told the villagers. "Next week I'll bring up the sacks of winter seed."

M. le Maire watched the last motor van recede from sight. "When the first Friends came we could not understand them," he said. "They are not fighters, but they know no fear. Across the fields their stretchers seek the slain. In the midst of gunstorm they silently spread a gospel of peace.

"Every village behind the lines has its war scenery. Every soldier's grave is first marked by a bottle holding the record of the dead.

"After every battle the Friends identify the graves of our heroes and replace the bottles with lettered crosses."

* * * * *

"The complete history of this war can never be written.... But the people of the war zone will remember and will tell their children's children how the 'Friends' came to take care of them in the great war."

1914

Quite by chance this clipping was sent up from Ken-

tucky to a Friend of Moorestown. It is a unique and disinterested appreciation of some of the finest work to aid suffering and distress which Friends are doing in Europe. Post from Paris and Dr. Morris from Lapanne can tell Haverfordians of French and Belgian military Red Cross work, while Morley and I have been fortunate to be sent by Dr. Rufus Jones directly to the Friends' Ambulance Unit, and have seen the work which Mary Boyle O'Reilly so warmly praises.

There is a little strip of Belgium, only thirty miles long and twelve wide, which is still Belgium. The King and Queen with their army are in a part of it. Two French armies and a big British army fill the rest of these few square miles. But everywhere, overcrowding the towns to twice their population before the war, and overflowing across the border into France, are thousands upon thousands of civilians, mostly women and children it is true, but still the people to whom the country belongs and from whom must spring the germ of the rebirth of Belgium.

Last winter the Friends' Unit by chance found its way into Ypres, found there the horrors of a big city being bombarded,—the inhabitants living in cellars, typhoid spreading everywhere, polluted water, children homeless and without food—and nowhere aid close enough to be any good, for this was indeed the front. Immediately the few that first went down there to Ypres saw their opportunity and privilege—to be the advance guard in Belgian relief on the western side of the lines. First they cleaned out the typhoid—took care of the sick in their hospitals, purified the water, and inoculated thousands; they have even made a house-to-house search

of thousands of homes—all with such success that we have not had a typhoid case anywhere in uninvaded Belgium for months. This success brought privileges from all the allied armies. Our cars were free to go everywhere and the work grew until we are now mothering all that little bit of Belgium. Every day a few towns are bombarded, now near the coast, now forty miles inland, and every day our cars go to these towns to bury the dead, to take to our hospitals at Poperinghe the sick and wounded, to take to our orphanages the children made homeless, often to take back to safety a whole village population. We find babies without food and every day we take six hundred bottles of sterilized milk to fourteen towns. We find thousands of women without money, but instead of forming a bread line we give them thread and pillows and in thirty-four towns every month we buy lace from twelve hundred women, feeding thus five times that many and keeping alive on its native soil the greatest industry of Flanders. We find children entirely without schools and take them to the schools—only two as yet—we have started, where several hundred of them are taught in Flemish, the national language.

So we are trying to keep alive the Belgian nation in Belgium itself. The Queen helps us as much as she can. We have thirty Belgian nurses, and one of her own ladies-in-waiting to aid us. Belgian ministers have promised us aid as soon as they have it to give, meanwhile asking us to plan as many schools as we can. But the Friends of England have had the burden as well as the privilege of supplying most of the many thousands of dollars it takes each month to support the work. Dr.

Jones and I have been telling Haverfordians of the great chance they have of doing a little towards the regeneration of Belgium and asking for money to send to the English Friends.

EDWARD RICE, JR., '14.

From W. H. Morriss, '08

The *New York Times* for today computes the number killed in the present war at about five million men, a monthly average of 185,666. The number of wounded on this basis can be computed when we realize that at least four are wounded for every man killed.

To care for these millions has grown up a stupendous relief force of workers. A visitor to Paris or London cannot but be impressed with the prevalence of the Red Cross. In London it seems that a goodly proportion of the men in khaki wear the device of the R. A. M. C., a red cross on a white background, encircled by a black and yellow band. When one crosses over to the Continent it becomes more and more striking. Calais and Boulogne seem but one enormous hospital. Khaki covered motor ambulances with enormous red crosses on front, sides, and top dash along the streets and around corners at a breakneck speed. The stations are filled with doctors, nurses and orderlies. Many of the nurses, like the ambulances, are plastered with red crosses. By a simple rule you can identify the class of the nurse; the red crosses vary in size and number inversely with the skill and experience of the nurse.

Paris itself is almost as much as Calais hospitalized. Every large hotel is at least partially a hospital. The

Champs Elysées is lined by these temporary hospitals and ouvoirs.

In this care for the wages of war I am glad to say Americans are playing a part to be proud of. The American Red Cross Society has units, a unit consisting of three doctors and twelve nurses, with each of the belligerent nations. The American Ambulance, established and supported by Americans in Paris, is maintaining two hospitals and about twenty ambulance corps attached to the French Sanitary Service in the field. Besides these there are numerous independent workers at work, singly or in groups.

During last summer it was my privilege to be attached to the largest hospital of the Belgian army, that maintained by the Belgian Red Cross under the patronage of the Queen and the directorship of Professor Depage at Lapanne, Belgium. It was a peculiarly well-situated place to observe the various kinds of war surgery, for it combined in one large, well-equipped hospital all the stages in the care of the wounded.

Men were brought to us from the Belgian trenches as soon as three hours after being hit, to be kept until ready for convalescence at a safer distance.

Lapanne itself is but an unattractive little town, possessing, however, a superb beach on which the hospital is located. It lies between Dunkirk and Nieuport, an ugly seaside resort. At present, however, it is practically the capital of Belgium, for just down the beach from the hospital are the villas in which live the royal family. Lapanne is used by the Belgians as the principal rest station for the troops on their week's leave from the trenches. The beach makes an ideal drill ground on

which to keep the men in condition after the deadly monotony of the trench life. Here they spend the mornings at hard drill, the afternoons at soccer football. There was a never-failing spectacle always at hand when one had time to leave the hospital wards, as always before us were troops drilling—infantry, cavalry, and artillery. Out to sea were to be seen two long, slim French torpedo boats on their never-ceasing vigil up and down our piece of coast. Overhead, especially in the late afternoon, aeroplanes were always to be seen, either friend or enemy, and by climbing up a sand dune one could watch the Belgian shells in their apparently always vain attempt to bring down a Taube.

At night the view from the sand dune was even more impressive, for one could see, apparently very close, the glare of the terrible white way along the trenches; the periodic brilliant star shells rising in a long line, the flash of the big guns, followed by the distant rumble.

At Lapanne, however, it seemed all far away, things went on so quietly. It was only when the bloody, exhausted, shattered boys were unloaded from the motors, coming in, for the most part, very early in the morning, that one realized what the lights meant. During the day things as a rule were quiet and work went on very much as in any large hospital in the States. The event of the week would be the visit of the Queen. As she passed through the hospital, spending a few minutes with each wounded boy, putting into his hands a package of cigarettes or chocolate, one realized why she is so greatly beloved.

The soldiers are a cheerful, optimistic crowd, but in spite of the optimism you get glimpses of the tragedy back of this Belgian army.

Lapanne, of course, is well within range of the German guns, and always there is the expectation of a bombardment. So far, possibly due to the presence of the Queen, it has escaped everything but a few bombs from aeroplanes, but the expectation is still there, and to me the Belgian communique is of never-failing interest in its brief report of comparative quiet along the front.

W. H. MORRISS, '08.

16th September, 1915.

From F. M. Morley, '15, to Mrs. Frank Morley, of Baltimore

Nearly five weeks have passed since we joined the train, and we are now, I think, fully acclimated to the unaccustomed work. Although we are of those "whose sore task does not divide the Sunday from the week," and though, after discharging wounded, we rarely get to bed before two or three A. M., yet the work is not, at present, distressingly hard. Between trips, we have, during the present slackness, an average of four or five days "in garage," so that when the brunt of scrubbing, cleaning, washing, polishing and other menialings has been accomplished, we have generally two or three afternoons a week which we may call our own. It is not ever thus, but there is little action on the English front at present. Everything points to a decided alteration in the near future, however, and as an indication of what our work will be like then, I may tell you that after Neûve Chappelle this train made eight trips in five days. In our régime there had never been more than two a week. Just at present we are garaging at Boulogne, about the only town we visit that I am allowed to

specify by name, and if there is leave this afternoon, I hope to visit the great white shaft which Napoleon raised on the hills behind the town to celebrate his "dé-scent en Angleterre."

Last night just about sunset five of us had a delightful swim in the warm Channel water. Treganza, a Cambridge man who holds the quarter-mile swimming record there, and I, swam out a little distance to get beyond the breakers. It was a glorious night: the dying sun streaking the dark waters with a trail of gold, and fading away in a vain attempt to dissipate the purple mystery which seems to hang about the jutting cliffs. A couple of disreputable tramps were anchored in the roads.

Here heavy censoring of about fifteen lines.

Such thoughts and others occur as one sits in the lying-down coach, where I am now working, while the train rattles through the night on her errand of mercy and reconstruction. The triple tiers and reiterated rows of smashed and shattered wastage are indeed potent material for speculation. Some time I shall try to paint you a word picture of the scene, but if I would catch this week's mail.

Censored.

Then came a long one, dated October 3rd, nine days after the battle of Hulloch, which was copied and sent, I believe, to the *Haverfordian*, and then the second follows.

Ambulance Train, No. 16,
British Expeditionary Force,
France,

14 October, 1915.

I am afraid I have not written to you at any length

since before the battle of Loos. I have, however, sent several service cards, which I trust reached you all right, and a rather inadequate account of our rush time should have come to you via Kit, to whom it was addressed. I forgot to mention one rather interesting feature;—the captive Germans with whom we came into contact.

While we were at ——— one morning several carloads of them came on to a nearby track, and I got a very good look at them. The men were in ordinary freight cars, mostly somewhat stodgy, middle-aged burghers, pale, dishevelled and shaken from the ordeal through which they had just passed. A few officers were in an emptied guard's van, two of them, unmistakably Prussians, leaning negligently in the doorway, and viewing with a keen yet half-contemptuous air the little groups of curious Tommies, the maze of temporary sidings, a veterinary corps loading a train with horses for the front, and the bustling, early-morning activity of the nearby canteen. One, more attractive, was just outside the van, chatting with two English officers. Hatless, his arm in a sling, short and stocky, with a curly brown beard, and twinkling blue eyes, he might well have been a young University professor. As the train started, the Englishmen helped him up, and he thanked them with the grand air, and a most picturesque bow. Later that same day, while stopping at a station en route with wounded, we saw another ambulance train which had one car filled with wounded prisoners. This is more unusual, for most English regiments follow the nearly universal custom of "taking no wounded prisoners." If you fully understand all that this connotes you have a good idea of the real significance of war. The poor

brutes looked out from the windows with the ghastly, haunted faces of hunted animals. I hope we may carry some in time, for I would much appreciate a talk with one,—provided he could speak English fluently! We have, however, handled a couple of hundred Indians, and two or three Americans, as well as heaps of Canucks, in the couple of months that I have been aboard.

We saw an interesting spectacle yesterday, while loading at a clearing station a short distance behind the firing line. Our coach—I have now, at my own request, been transferred to a lying-down ward—had received its quota of wounded, and I was engaged in tabulating their names, regiments, numbers, etc., when word went round that a squadron of aeroplanes was coming. They were a beautiful sight as they came out of the misty afternoon haze lying across the northward hills. Unsubstantial as moths, graceful as summer butterflies, steady as the human brains from which they were evolved, on they came, flying high, shining like motes in the sunlight, filling the air with the steady, powerful droning of their engines. It was very hard to count accurately, for they were close together, and passed directly over the train, but as near as I could reckon the squadrilla—to use the technical term—consisted of twenty planes, all French. We went back to work, thinking we had seen the last of a very pretty spectacle, but the sequel proved even more exciting.

The planes must have swung due east not long after passing over us, for about an hour later, before we had yet started, and while I was enjoying a short spell off duty, heavy firing broke out along a broad section of the front, perhaps five or six miles away. The Germans

were using shrapnel, which hangs in pretty, fleecy cloud-lets some while after bursting, so that the anti-aircraft gunners may better calculate their margin of error. Three or four great pitches of these marred the horizon, in the heart of which one could plainly see the flash of bursting shells, and, with difficulty, the permanent black dots which meant the presence of the French aeroplanes. Several of these last returned close by us as the firing died away. They came back singly, so it was probably not significant that we only counted six or seven in place of the score that had passed overhead an hour previous.

One—oh, so dainty a construction to have been engaged in such murderous work!—came swooping down by us, made a wide circle close over treetops and cottages, and landed on a nearby hillside, seeming, the moment it touched the ground, to grow much larger, and become an inanimate thing of earth. Nevertheless it ran lightly up the hillside, passed close to some stolid French cows, who never even raised their heads, and stopped beside a group of officers who had been watching the scene through glasses.

Shortly afterwards we steamed away.

The two packets of *New York Times* have reached me safely and been much appreciated. So good is the army postal service that I wonder if you could not send me a few more personal things that the approach of winter would render very welcome. Another bottle of quinine pills; two warm undershirts, chest measure 38; a pair of high white tennis shoes, size 8, for use in the wards; a pair of golf stockings for soccer, which we get not infrequent chances to play, and an Everyman's

edition of Ruskin's book on Drawing that T. had, would one and all be of great service. Moreover, I think it would be no risk to send such a packet marked "clothing," though the authorities here might tear it open at one end to see that there was nothing illegal within.

Personally I look for two more years of war. The new Balkan phase seems to me of paramount importance in the questions at issue between England and Germany, and from now on I look to see the struggle between these two principals become more evident, vital, and ghastly. England as a whole does not yet realize the seriousness of her situation. The papers still talk rot about the exhaustion of German resources, seeming to neither know nor care about the disorganization and inefficiency which are working havoc in their own. The whole thing becomes every day grimmer and more depressing.

ANOTHER LETTER TO A HAVERFORDIAN
Ambulance Train No. 16,
British Expeditionary Force,
26th October, 1915.

Huge cannon, trundling back behind a separate traction engine through city streets, caterpillar-wheels flapping awkwardly in ponderous rotation, stark muzzles staring rudely in at second story windows—this is a more unusual sight. So, thank God, are the terrible loads of wounded that we carried after the fighting around Loos and Hulloch—all bad cases; the slightly wounded had to take their chance. At H—— I saw a long train of French third-class carriages disgorge *nine*

hundred of these so-called "slightly" wounded. That I shall never forget. Imagine a platform in Broad Street station; replace your luxurious "Local to Paoli" with the wooden seats and bareness of interminable French "thirds"; your well-dressed, happy throng of suburbanites, with a slowly moving sea of smashed humanity. It was a dreadful sight, from the windows of our well-appointed train. Weary, haggard faces; uncertain, shuffling tread—battered wreckage, thrown up as driftwood from the storm of war. And oh! these three examples are such trivial incidents beside the whole inconceivable reality!

The trip before last, I had a man in my ward who had won the Victoria Cross—a great honor, yet, to my mind, small compensation for the wounded head, back, arms and legs with which he was suffering. Then, last trip, we carried three wounded Germans. There was practically no ill-feeling shown towards them by the Tommies in the car. One of them could talk a little English—a mere lad of nineteen years of age, with a sweet, soft voice and the manners of a gentleman. He came from Thüringen, between Saxony and Bavaria, and close to Weimar, which, I believe, was Goethe's residence. I showed it him on a map, and then, pointing to the spot where he had been taken, asked him, somewhat maliciously, I fear, what he was doing there. "They sent me," he replied; and then, in unconscious, pathetic paraphrase, "It iss a long, long way!" He had four British bullets in him, though none in a vital spot.

Then, lastly, we lay the other day beside the royal train which was carrying King George on a flying visit to France. There was a rumor that he would inspect

our train, but this did not materialize, so we had to be content with fleeting glimpses of H. M. at dinner, as revealed through two panes of glass and across an empty siding or two!

Lights out in two minutes, so must close!

From

FELIX M. MORLEY, '15

THE AMERICAN AMBULANCE OF PARIS AS SEEN BY AN ORDERLY

From L. A. Post, '11

Readers of the ALUMNI QUARTERLY may be interested in reading an account of some things I saw as orderly in a French military hospital during the past summer. They must not, however, expect to hear of very thrilling adventures, for my hospital was far from the front, just outside the fortifications of Paris at Neuilly-sur-Seine, and we were safe even against Zeppelins, owing to the excellent air police, whose searchlights may sometimes be seen at night like comets' tails among the stars. The situation of the hospital gave as much opportunity as could be desired to forget the turmoil of war in very peaceful and beautiful surroundings. One could walk or row along the Seine or in the Bois. Versailles, the park of St. Cloud, and the delightful forest of St. Germain were within easy reach. Paris itself was not utterly dull, though its quiet came as a surprise to one who had witnessed the suddenly acquired gaiety of London in wartime. One could visit a few theatres, several celebrated restaurants, one art gallery, and of course all the innumerable sights and monuments of

outdoor Paris. One could spend an afternoon inspecting the German spoils on view at the Invalides, or in a journey to the battlefield of the Marne, where you may still find and bring home as grim souvenirs, bones of partially incinerated German bodies. Altogether it was a pleasant surprise to find that a hospital orderly is allowed to enjoy a reasonable amount of recreation when there is no special demand for his services.

The American Ambulance of which I am speaking had, moreover, at least in the beginning, the advantage of an abundant supply of money. Founded in the first weeks of the war, it has provided an outlet for the sympathies of Americans, whether by gifts of money or by personal service, or both. It was given a home by the French government in the unfinished building of the Lycée Pasteur. This has now been completed and fitted out with all up-to-date hospital equipment, with the single exception of an elevator—an exception that becomes more obvious every day to the ease-loving orderly. The building was not only new but well-adapted by its arrangement to house a hospital. Except for two large rooms on the ground floor, which hold fifty patients each, corridors run the whole length of the building. Opening on these corridors are small wards just large enough to hold ten beds each. Of these there are rather less than fifty. The main block of the building is in the form of a hollow trapezoid, of which the base is wholly occupied on the ground floor by offices and the capacious garage, while above are two roof-gardens or terraces where the convalescents can sit, lie, or stroll. Between the terraces over the offices are the nurses' quarters. I may say that after dark the nurses

are permitted to sit on one of the terraces, while doctors and orderlies must keep to the other. The other three sides of the trapezoid contain a basement, where two large dining-rooms and a kitchen perform their useful functions, three storeys almost entirely occupied by the six hundred wounded, and two huge attic rooms which serve as dormitories for the orderlies and the chauffeurs respectively. A large wing provides rooms for operations, X-rays, dentists, a chapel, and store-rooms. Perhaps the most delightful feature of the whole place is the garden which occupies the vacant space within the trapezoid. Its green grass, gay flowers and rather ornate fountain are a very welcome background to innumerable conversations between nurses, wounded, or visitors. Nurses are not allowed in this garden after nine o'clock. It will be seen that proper decorum is maintained. The efficiency of the supervision of morals was more than once tested by certain young Oxford men acting as orderlies. On the last occasion, which convinced even the doubters of the night-superintendent's vigilance, one handsome Rhodes scholar disguised himself as a beautiful nurse with a flowing veil drawn about her face, and with the help of an acquaintance impersonated on a conspicuous bench a scene of romantic love. The authorities did their duty promptly and sternly, but were much relieved to find the object of their solicitude to be a mere harmless prank and not the serious breach of propriety they had feared it might be.

The hospital both lost and gained by the voluntary character of its helpers and the lack of discipline which the employment of a constantly changing staff of ama-

teurs entails. The advantage of volunteer workers lay in their often greater zeal and in their cheapness. The disadvantages are more numerous. Volunteers are likely to be not only inexperienced, but also ill-fitted to learn to do menial labor. They are not accustomed to much discipline, and can not be coerced into doing what they are disinclined to attempt. Since the motives of a volunteer may be desire for excitement, a well-meaning wish to appear useful or a willingness to escape service elsewhere, as well as a sincere desire to aid humanity, one frequently found cases where volunteer workers failed to do all they might have. Nevertheless, considering the whole situation and especially the fact that there were so many helpers with no motive to do their work except a desire to help, one must admire the good results obtained in the way of attention to patients, and success in making them first comfortable and then well. The American Ambulance has now cared for more than three thousand wounded with uniform success.

In the daytime there are one trained nurse, two amateur auxiliaries and one orderly, professional or otherwise, for every twenty patients. If the patients are mostly convalescent, as must happen sometimes, the staff may have a good many spare hours for reading, writing or playing games with the wounded. If, on the other hand, most of the patients are in bed or have just arrived, the hours of work may be automatically raised from ten to twelve and the rate of work become very wearing indeed.

There is night-duty, too. Here there are generally two nurses, two auxiliaries and an orderly to each eighty patients. Here again the amount of work de-

pend on circumstances. Orderlies have been known to sleep as much as seven hours a night on their stretchers in the draughty corridors. Hence occasional night-duty used to be sought by those who wanted extra days off. Such volunteers for night-duty sometimes were unpleasantly surprised to find that they had to spend most of the time they expected to sleep, carrying wounded on stretchers up those flights of stairs until they had really earned their repose. One of the most amusing incidents of my summer occurred one morning when I was on night-duty. In a certain ward the convalescents were of a revolutionary tendency and disdained all rules, entreaties, and applications of moral suasion. They would not get up at seven in the morning. On this particular morning the night-superintendent gave me specific instructions to see that those men were up and washed by half-past seven. Remembering my boarding-school days, I pulled all the covers off, and even sprinkled a little cold water on the anarchistic gentlemen. From what followed I concluded that the average Frenchman considers it a brutal and uncalled-for indignity to be so awakened. At any rate, as those figures clothed in white raiment rose in their beds and shook their fists and their sticks at me, together with a torrent of French that may have been very expressive for aught I know, I was reminded of nothing so much as the conventional resurrection scene which is sometimes found in medieval wall-paintings or stained-glass windows. My men looked for all the world like white-robed souls emerging from their tombs to be judged by the archangel. Since they seemed quite awake, I wasted no time, but departed to do my other tasks. Soon after

this I went on a fortnight's vacation, so that I do not know whether the reform was permanent or not. I hope so.

Since our uniforms, as we were orderlies in a French military hospital, were of khaki, we were often taken for Englishmen. Small boys shook us by the hand as a matter of course, while on one occasion an ancient apple-woman hobbled after us to give us her blessing. She was the only person I saw in France who was really desperately bitter against the *boches*. She looked a very figure of hate as she shook her fist and ground beneath her heel an imaginary foe. Another who was looking forward eagerly to a German defeat was a Swiss keeper of a mountain hotel. His business was ruined, he must help pay the expenses of mobilization, he must serve himself in the army; and all because Guillaume II would have it so.

After the French advance in Champagne at the end of September there was such an influx of wounded as, I suppose, the world has hardly seen before, certainly not in France. Conditions near the battlefield I can only imagine. Suffice it to say that though surgeons and orderlies must have worked night and day, some of the wounded who could had to wait three days with the scantiest of attention before they were sent on to Paris. The scene in the city where in one night nine trainloads of wounded arrived was one of great activity. There were plenty of helpers, but the difficulty was to find ambulances in which to transport so many, and hospitals to which to transport them. At the height of the rush, which, however, was soon over, some hundreds of wounded were lying for a time in a drenching rain on the

same stretchers as before and in the same clothes they had been wearing when wounded. All the shelter there was, was already overcrowded.

All that week it was a familiar experience to be awakened in the night with the news that wounded were arriving below. The scene in the receiving-room at night was one to remind you of Dante. Certainly it seemed more like a dream than reality. Already as you sleepily appeared for duty, the wounded were being placed in two rows along the sides of the room by the chauffeurs who had brought them. The few candles cast a flickering light that did not dispel the gloom and seemed to fill the room with shadows. Two or three people in charge were giving orders. Doctors were examining the wounded to see if there were any too weak for the usual routine. Orderlies were wandering about, somnolently undressing the wounded and putting their belongings into bags for fumigation and washing. Occasionally they would pick up a stretcher and go off with a patient to be bathed. The wounded were in all stages of exhaustion, from the man who could still crack a joke with the orderlies who were undressing him, and give some cheering news from the front, to the man who could barely be made to murmur the location of his wound and his name and regiment. Next to the receiving-room is the bathroom, furnished with three huge tubs in which or over which most of the wounded are bathed on arrival. In the hot water they revive like wilted flowers. It is hard for an ordinary imagination to present to itself the pure joy that a man must feel who has been dirty for weeks and cold for days, when he feels the cleansing, warming water about him.

After the bath it is a short journey to the ward, and lucky is the patient whose dressing can wait. No matter how uncomfortable he is, he sleeps and sleeps and sleeps, a deep sleep as of morphine, the result of days of wakeful fighting and painful waiting on his uncomfortable stretcher. Sometimes, however, an immediate operation is necessary and the wounded man is not allowed to eat, and after his operation it may be hours before even his extreme weariness brings him grateful ease in sleep.

The wounds are infinitely varied. Shrapnel does the greatest damage, leaving jagged holes that are almost invariably infected before they can receive treatment. Such wounds usually require continuous irrigation and cruel-looking tubes to keep them reasonably clean. If in addition to the laceration a bone is broken, quite complicated devices are necessary to hold the limb in position without covering the wound. The usual way is to put the limb in a frame and hold it in position by a constant tension from the foot or the hand. The machinery for this method looks very forbidding, as if designed for some torture chamber, but as a matter of fact such devices hardly ever fail to make the most seriously injured limb fairly comfortable. Head wounds are quite common. It is astounding to see for the first time the feeding of a man without a jaw. There is inserted in one of his nostrils a rubber tube which passes completely through the nose and down the throat into the stomach. At regular intervals a mixture of egg and milk is poured into the stomach through it. A slower operation is the feeding of a man whose jaws are working properly but whose arms are both broken, for he must

take time to chew. Many men who have lost most of the lower jaw are encouraged surgically to grow a new one with the help of a piece of rib cleverly inserted in place of the missing bone. The most unfortunate specimen of suffering humanity I ever saw was a man who had lost not only his jaws but most of his throat as well. He had to be fed rectally and could only communicate with his nurse by nods. In addition he had a bullet-hole in his thigh and a broken arm. He must have wished for a speedy death.

The wounded are as a class remarkably patient. No matter how exhausted or petulant a man is on his first arrival, with an increase in strength always come cheerfulness and courage. Many even who suffer unspeakably keep up their spirits through it all. One cannot admire too much the patience and devotion of the French soldier. His constant phrases are: "*A la guerre comme à la guerre*," and: "*C'est la vie militaire*." With these he passes off pain and other inconveniences, great and small. Everyone remarked the unfailing cheerfulness of all the wounded from the great battle of Champagne. That of course was partly the consciousness of victory, but anyway there was always plenty of good humor and mutual helpfulness. There was very little rebellion against war as such. Still, one man who was still under the influence of ether I once heard say: "There is nothing fine about war. . . . There ought never to be any. . . . It is not civilized. . . . *C'est à devenir fou*." Of course he was quite delirious.

As the wounded became convalescent, various occupations were provided for them. They could, of course be very useful in taking some of the load off the shoul

ders of auxiliaries and nurses. The manufacture of souvenirs filled many hours. The most common type of souvenir is the plain aluminium ring made in the trenches, of pieces of German shell. Those made in the hospital were quite as good as any I have seen, but I should not care to affirm that they were made of German shells. Assuredly there were many mysterious disappearances of aluminium spoons and egg-cups in the wards which produced the most rings. Some of the men also dressed dolls in various uniforms most successfully. Others made mats or did beadwork. The garden and the terraces were always occupied by wounded sunning themselves. In addition a concert was provided every Wednesday afternoon. Sometimes the wounded themselves took part in these. On the fourteenth of July the "Marseillaise" was sung by a man with his arm extended in a bit of apparatus, and it was sung as no stage singer ever sang it. The mute attitude of the extended arm was more impressive than all the arts of the theatre, and when the audience joined in, an audience of men who had fought and suffered, and would many of them never be whole men again, when such an audience joined in with a wildness of enthusiasm such as is becoming only to the French, then no cynic, pessimist or cosmopolitan could have withstood the fervor of the most inspiring patriotic song that has ever been written. One wonders how anyone could have thought the French a frivolous or mercuric nation.

For the student of human nature the ambulance is a gold mine. People were gathered there from all classes of society and from all corners of the civilized world, and all were revealed in their true colors almost at once.

Did the Greeks say: "Rule exhibits the man"? Far truer would it be to say that lack of rule shows what a man is. For with conventions cast aside, with little discipline and much to be done, with no one particularly appointed to do it, the conditions were ideal for the shirker, the poser and the worker to shirk or pose or work to their hearts' content. Among the orderlies were nobles, tramps, gentlemen, and cads of all nationalities. It was delightful to see a real English gentleman, wearing his monocle, and keeping by him for spare moments his Italian novel, going in his kindly, painstaking way about the business of emptying basins or carrying stretchers with the same courtesy he would display in a ballroom. It was a bit chilling to hear some commercial man fresh from the counter inquiring whether one was expected to hurry one's breakfast to help with the wounded. They had waited five days already. Surely they could wait another five minutes while he ate! The best orderly I ever knew had been a servant in an ancient English family. He was very much alarmed for fear uninstructed Americans should take him for a gentleman. I am afraid they all did just that, and not only Americans but English and French as well. One nurse told me that the best orderly she ever had was an Oxford professor, while another was loud in praise of a French count. At the same time there were many ladies of high degree, and male persons, too, who were more ornamental than useful, and exercised their emotions and their vocal organs more than their muscles. This type likes to disturb a wounded man's first slumber and make him tell his experiences. They really should be transported for the period of the war.

As I sit before my fire and look out on the beautiful scene before me, I wonder if war is on the whole ennobling as its advocates say. Certainly it gives one quite a new sense of values, makes one regard as sacred qualities that had seemed commonplace, and fills one with impatience for the foibles of ordinary times. Certainly the individual will be developed and often greatly improved by his contact with primitive realities. There is great good in war as in anything that makes people forget themselves in a common effort. All the kindly emotions are thereby stimulated. Whether there may not be an equal stimulation of unkindly emotions among those who are not so fortunate as to come into direct contact with the task, I do not know. Certainly those who do actually take part in the struggle do not seem to have changed for the worse. It is unfortunate that war should be at present the great cause that compels men to work together whole-heartedly and forget trifles for things of real importance.

L. A. Post, '11.

Editor of the ALUMNI QUARTERLY.

Dear Sir:—There can be no good reason for a letter from me on "Preparedness," except that it appears I was the only Haverfordian at Plattsburg. It's a difficult letter for me to write, especially because I have not much patience just now with the ready letter-writer, be he pacifist or militarist. Doubtless there could be framed up a thousand more briefs for proper national security. But why scribble any more when all of our opinions have been already expressed by somebody and our convictions probably firmly fixed? How much

more healthful is the Plattsburg attitude—"Shut up and *do* something."

The word *preparedness* means more to me than just military preparedness. It suggests a sort of broad preventive—medicinal doctrine involving two "safety-first" "stitches in time"; namely,

1. In time of Peace prepare for Peace;

2. In time of Peace prepare for War;

and to complete the mathematical permutations we might add:

3. In time of War prepare for War;

4. In time of War prepare for Peace,—

the most vital word here being the *active* verb, *prepare*. As a preventive doctrine the pacifist attacks the second policy and the militarist attacks the first—whereas both are as indispensable as a first and second line of trenches. But to the pacifist I am inclined to say: "Get busy—organize your cause—see to it hereafter that the government spends perhaps \$300,000,000 each year to make our international friendly relations absolutely sure. It is your eleventh hour, and having failed to take advantage of these piping times of peace to organize this, *your* first line of defences, do not now impede the militarist who is scrambling to finish *his* second line.

In the present time of excitement we fear the future momentum of the snowball if started rolling down the hill toward militarism. I discovered no such lurking intent at Plattsburg. Even the regular army officers expressed themselves very seriously thus: "We have seen war. We know better than you what it means. We don't want it—God forbid!—and we don't expect it. But we are your professional servants, paid to fight a

war that you always start. Don't start something we can't finish." In other words: "*Prepare* to keep us out of war, Mr. Pacifist, but if you can't, *prepare* us to efficiently resist it, Mr. Militant." It appeals like the old *mens sana in corpore sano* maxim.

If, then, we are going to adopt and develop a Kultur, and allow it to gather momentum, it is of first importance to establish the right ideal in the beginning. Consider fifty years from now—an average citizen possessed with a desire for peace, hating aggression, instinctively keen to *defend* his country if necessary, and an efficient soldier. Further consider patriotism taken out of politics and munitions out of business, with a spirit of "my obligations" rather than "my rights" abroad in the land. Further—well, it's so easy to riot in ink—let's get busy!

Very sincerely yours,

SAM'L W. MIFFLIN, '00.

IT is with deep regret that as we go to press the death of Dr. Albert E. Hancock has been announced.

Dr. Hancock came to Haverford as Instructor in English in the fall of 1898, and resigned in 1914 to take charge of advertising at the Hotel Traymore, Atlantic City. He was born in 1870, graduated at Wesleyan College in 1891, and studied abroad and at Harvard. He was married in 1902 to Miss Jean Crow, of Philadelphia. He was author of two novels, and two scholarly works—"Keats," and "Influence of the French Revolution on the English Poets."

He spent his last year at Haverford in ill health, and resigned to the great regret of Faculty, Alumni, and students. The part which he played in Haverford life was self-sacrificing and helpful, and many a man echoes the words of the Class of 1912, who dedicated to him their Senior Class Record.

HAVERFORD INTERCOLLEGIATE SOCCER CHAMPIONS

Haverford.....	1	Cornell.....	1
“	4	Princeton.....	1
“	3	Columbia.....	0
“	2	Harvard	1
“	2	Yale.....	1
“	1	Penn.....	1
<hr/>		<hr/>	
Haverford	13	Opponents	5

OF the present team, Captain Frank Cary, Steere, J. Stokes, and J. Shipley graduate with 1916. All have played a steady, hard game, and will be missed next year. Much credit goes to Cary and Coach George Young, whose inspiring leadership and instruction in quick short passing have brought the best results imaginable.

The nucleus for next year is:—G. Buzby, W. Crosman, and Weller, with M. Crosman (sub.) in the forward line. H. Buzby and Hallett, at halfback, will be aided by C. Thomas, who played but a part of one game this year. Gardiner and W. Shipley remain at fullback; but goal will be a hard position to fill. The outlook is encouraging. J. W. Greene, 3rd, '17, is manager for next year; W. J. Gardiner, '17, is captain.

The Haverford Rovers, a team of Alumni freebooters, played four games last summer, and split even, winning from Philadelphia 165-110 and Frankford 140-118; and

losing to Germantown by a close match and to Merion by an overwhelming score (in which C. C. Morris, '04, and S. W. Mifflin, '00, played a large part with the bat). Undergraduates made up about 25 per cent of the team; all expressed themselves as pleased with the season. T. Wistar, '98; J. W. Sharp, '88; A. C. Wood, '02; T. K. Sharpless, '09; R. M. Gummere, '02; E. R. Maule, '13; J. H. Scattergood, '96, and some fifteen others, played either for a whole or for a part of the season.

BOOK REVIEWS

THE five reviews printed in this number show continued activity on the part of literary and scientific Haverfordians. We notice, besides many scholarly articles and contributions to periodical literature, papers on art by Christian Brinton, '92, in the *American-Scandinavian Review*, of New York; Warner Fite, '89, in the *Nation*; editorials by Royal J. Davis, '99, in the New York *Evening Post*; *Present-Day Papers*, edited by Rufus M. Jones, '85, which has ceased publication with the end of the year 1915; and short stories, such as *Punishing Sammy*, by H. Pleasants, Jr., '06, in the December number of *Outing*. Lectures have been given by President Sharpless; L. H. Wood, '96; H. J. Cadbury, '03, and many others, on peace subjects; by A. M. Collins, '97, on his South American explorations; by C. W. Stork, '02, on the *Younger American Poets*; by A. G. H. Spiers, '02, on *The Literature of France*; and by W. W. Comfort, '94, on the *Life, Works, and Influence of Cowper*. C. L. Seiler, '02, and S. G. Spaeth, '05, are working in lyrics and music; D. Bispham, '76, has produced a play; and other Haverfordians are working along many lines of literature and science.

FACULTY PUBLICATION

A Manual of the Common Invertebrate Animals, exclusive of Insects, with 1047 illustrations. BY H. S. PRATT.

This manual has been written to supply the need, which has been felt for a long time in this country, of a book in which the names and affinities of the common

invertebrate animals can be determined and a brief description of them obtained. Excellent general manuals with analytical keys for the identification of American vertebrates and also of the common American insects already exist, but a person wishing to identify animals belonging to most of the invertebrate groups must usually have recourse to technical papers and treatises which are for the most part inaccessible except to specialists. Many manuals for the identification of American plants have also come into existence since the time when Asa Gray wrote the first one two generations ago.

Both France and Germany have long possessed general manuals of this kind, but nothing as yet exists in the English language, and a distinct field for such a book is undoubtedly present.

The general plan of the book is similar to that of Gray's *Manual of the Vegetable Kingdom*, by which plants can be identified. The scientific name of each species of animal is given, together with the name of the author of it, and also the common name, if there be one, and these are followed by a brief description of it, including its measurements, its color, its frequency of occurrence, its use to man and other details which are of general interest. All the groups of animals larger than species are also described in detail and the number of species included in each is stated. An important feature is the analytical keys which follow the description of each of the larger groups, by means of which any animal may be run down and its name and relationships ascertained.

A knowledge of the historical basis of zoological names adds greatly to their significance and a history

of the nomenclature of each of the larger subdivisions of the animal kingdom has consequently been given in connection with the morphological description of it. A history of the general development of the modern system of classification of animals since the time of Linnaeus and a survey of the progress of zoological studies in America has also been added. In addition to the general index a biographical index has been given a place, in which brief biographical notices of every person mentioned in the book, to the number of 750, are given.

The book is intended more particularly for use in the eastern and central portions of the United States and Canada, and most of the common invertebrates, excepting insects, occurring here are contained in it. In addition to these, representative species found in the western states and on the Pacific slope are also included, as are also many species to which some special interest attaches and which occur in other parts of the world.

[Ed.].

The Making of a Man, written under the direction of
RICHARD MOTT JONES (*Haverford, 1867*). 67 pp.

What the "direction" on the title page means is not very clear, but the marks of the name which follows are easily observable by all who know him. Good sense, developed by much experience, reverence for truth in science, philosophy and religion, responsibility for the best growth of boys in all lines of manhood, the spirit which will not compromise with dishonesty or weakness, are on every page.

His boys, and there are thousands of them, will read the book with eyes open to the author, and will see on every page the man who lived with them in school.

Let this extract suffice:—"The man whose character is founded on the true things of life, who preserves a reverence for God and sacred things, must breathe the spirit of a gentleman; he will never oppress the weak; he will never lie; he will never be guilty of deceit or subterfuge; he will never be cowardly, weak or vile."

ISAAC SHARPLESS.

'94

A valuable contribution to general medical literature has been presented by Clifford B. Farr (Haverford, '94) in the book entitled, *Outlines on Internal Medicine for the Use of Nurses*. This, in a way, popularizes some of the advanced scientific work presented for the A. M. degree recently granted by the College.

The author has included in somewhat less than four hundred pages an amazing amount of medical information, tersely and accurately expressed.

Though intended to supplement the work of nurses in the various hospital training schools, most physicians will wish to include this compendium in their working libraries, as a closer review of its rather miscellaneous arrangement will prove its practical value.

In the first eight divisions, the nervous system, blood vessels and glands, digestive tract, respiratory passages, diseases of muscles, bones and joints, are covered, while two sections are devoted to effects of heat and poisons, and the infectious and parasitic diseases.

There are presented in simple and readable fashion, all the more common routine medical conditions, and in addition such exceptional procedures of lumbar puncture, stomach analysis and intubation.

Much literature has been prepared for the nurses' training school, but seldom a work so nearly approximating the classical type of medical text-book.

J. A. BABBITT.

'08

Reading the Weather, BY T. MORRIS LONGSTRETH. *Outing Publishing Co.*

Mark Twain somewhere says of the weather: "Everybody complains, but nobody does anything." Mr. Longstreth, however, has done something; he has given us a clear, scientific account of how to observe the signs of wind, cloud and temperature so as to make a practical forecast. Most younger and nearly all older men will say: "Oh, but I've got as good rules of my own." After a careful perusal of the book, the reviewer ventures to say that very few of them have. And few even of good weather-prophets can give the scientific reasons for their guesses. Do you know, for instance, why a red sunset is a sign of good, and a red sunrise a sign of bad, weather? Do you know when breaking clouds are not a sign of clearing? Do you know why a storm coming up the coast attacks New England from the northeast? Do you know when the rise of the barometer indicates a storm?

But Mr. Longstreth's book is much more than an orderly handbook of the weather; it comes appreciably near being a piece of literature. In the first place it is full of the sense of outdoors. The reader feels that it will bring him delight as well as profit to observe the sky more carefully. Furthermore, the style has not only charm but point. When we read that the weather has

been "the commonest topic for conversation and the rarest for thought," we recognize not only a truth but a sense of balanced style in the author. Such apt and compact phrase is characteristic, as is also a gift for clever figures of speech. Mr. Longstreth shows a distinct talent for the nature essay, and it would be hard to think of anyone who would not enjoy reading his modest volume.

C. W. STORK.

'15

Haverford College, surrounded as it is by fields and woods, is an exceptionally favorable place for the study of the wild life of this region. There is consequently a constant incentive to those undergraduates who are lovers of nature to make and record systematic observations of the animals and plants they find everywhere about them. It is not often, however, that college students, however great their interest, are well enough acquainted with scientific methods to produce work of this kind that has scientific merit and is worthy of publication. It is consequently a matter of much interest that Emmett R. Dunn, of the Class of 1915, has during the past two years made studies of the reptiles and batrachians of the neighborhood of Haverford and also, during vacations, of northeastern Virginia, his native state, which he has published in several papers: in *The Proceedings of the Biological Society of Washington*, the American Museum of Natural History's publication, *Copeia*, and in *Aquatic Life*. The titles of these papers are the following:

"The Variations of a Brood of Water-Snakes."

"Some Amphibians and Reptiles of Delaware County, Pennsylvania."

"List of Amphibians and Reptiles Observed in the Summers of 1912, 1913 and 1914 in Nelson County, Virginia."

"Notes on the Habits of *Sceloporus undulatus* (Latreille)."

"The Transformation of *Spelerpes ruber* (Daudin)."

"Number of Young Produced by Certain Snakes."

"A List of Reptiles and Amphibians from Clark County, Virginia."

"The Red Salamander, *Spelerpes ruber* (Daudin)."

H. S. PRATT.

NEWS SYNTHESIS FROM SEPTEMBER TO DECEMBER

Football Season: The gloomy impression which
Ramsey Captain the Swarthmore defeat left upon
for 1916 the minds of all Haverfordians
more or less wears off, when one
considers the excellent record of the football team
throughout the season Haverford scored 129 points to
their opponents' 63. Hard luck in the way of injuries
Captain Moon's aggregation assuredly did have, in full
measure. But the admirable way in which the team
met their misfortunes and after holding down Franklin
and Marshall to a low score, in addition, defeated Johns
Hopkins 14 to 10, vindicated Coach Bennett's training,
and their own indomitable spirit.

On the Swarthmore game, that classic tragedy for
this year, we look with pride unabated, but regret in
our hearts. The very closeness of the game, 7-2, shows
how little might have reversed it.

To turn to a more cheerful subject, Lawrence M.
Ramsey was chosen by the twelve men who played on
Whittier Field, to skipper the football galleon for the
season of 1916. Ramsey's election was a popular one
with College and team. He has played the position of
fullback all three years, and is the mainstay of the
backfield.

SUMMARY OF SEASON:

Haverford..... 7	Maryland A. C..... 0
Haverford.....37	Delaware.....14
Haverford..... 6	Stevens..... 7
Haverford.....21	N. Y. University..... 6

Haverford.....	42	Dickinson.....	6
Haverford.....	0	Franklin Marshall....	13
Haverford.....	14	Johns Hopkins.....	10
Haverford.....	2	Swarthmore.....	7
<hr/>		<hr/>	
Haverford.....	129	Opponents.....	63

Soccer and the Intercollegiate Standing

The Swarthmore game over, College spirit swung with unabated enthusiasm into the heart of what is turning out to be a tremendous march towards the Intercollegiate Soccer Championship. As we remarked in the previous number of the QUARTERLY, the supply of good soccer material is unusually large, and, taking advantage of this fact, the coach, George Young, has turned out under Captain Cary a crackerjack team. They have received only one defeat, and that by the score of 2-3 from the experienced Hibernian team. Outside of that, the season has been one string of victories and one tie. On entering the intercollegiate race with Cornell, Wednesday, November 17th, they drew a tie, 1-1, and from then on victory abided with the Scarlet and Black. Princeton, Columbia, Harvard, all fell before our boys. (See above page. 49)

THE SOCCER SEASON TO DATE

OUTSIDE GAMES

Haverford	2	Hibernians.....	3
Haverford.....	2	Vincombe A. C.....	1

Haverford.....	4	Rangers.....	0
Haverford.....	5	Merion A.....	1

INTERCOLLEGIATE GAMES (See elsewhere).

A good deal of the success attained by the first team this season has been due to the constant and hard practices afforded them by the "Junior" and second "Varsities."

Y. M. C. A. and Civic Club Ac- tivities

There have been two specially significant events in the life of the Y. M. C. A. this year, one the second visit of Dr. Tweedy, Professor of Theology at Yale, early in November, and the recent visit of Dr. Douglas Adam, Professor of Theology at Hartford Seminary. Dr. Tweedy, both times he has visited Haverford, has put a religious bee in the undergraduate bonnet, so to speak, and always starts them thinking more keenly along broad spiritual lines.

The Civic Club, and one might say the whole College also, is backing up in a vigorous campaign, Edward Rice, '14, who has come back from the Belgian front to raise funds for the English Friends' Ambulance Unit, now formally taken up in the British Red Cross, and doing wonderful work among Belgian civilians and stray orphans, as well as with the military. Dr. Rufus Jones is at the head of this movement.

**Scientific
Society**

The Scientific Society has had a record attendance this year, and justly so, for the talks have been given by first-class men, and they were clear and interesting, especially those given by Dr. Schmucker on 'A Family of Spinners,' and by Dr. Franklin on "Why a Baseball Curves." Over forty-five attended one of the meetings to watch a big five thousand dollar experiment to test the efficiency of gas mantels under pressure.

Gymnasium

The gymnasium squad has already started in work, under the leadership of Captain F. P. Sharpless, '16, and is being coached by John E. Wolf, a member of the Philadelphia Turngemeinde. The team will, among others, meet Pennsylvania, Annapolis, and Brown.

**Cap and Bells
Plans**

The two musical clubs have obtained a coach, Mr. E. Engel, of the Leefson-Hille Conservatory, to take over Dr. Spiers' volunteer work in that line. J. E. Shipley, '16, was chosen to lead the Glee Club on the resignation of Donald Baird, '15, who was unable to undertake the work on account of other duties.

Those interested in the histrionic side of the Cap and Bells are well under way in their preparations for the annual tour.

**New England
Haverfordians to
have Bi-Month-
ly Luncheons
in Boston**

Secretary-Treasurer E. S. Cadbury, '10, has sent the following notice to Haverford alumni in New England. Haverford luncheons are to be held in Boston at the Hotel Essex, at one o'clock,

on the following dates:

1916—February 5th and 19th.

1916—March 4th and 18th.

1916—April 1st and 15th.

These dates come on the first and third Saturdays of each month, and those who go will have a good opportunity to get in touch with Haverford affairs.

D. C. WENDELL, '16.

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The Quadrangle

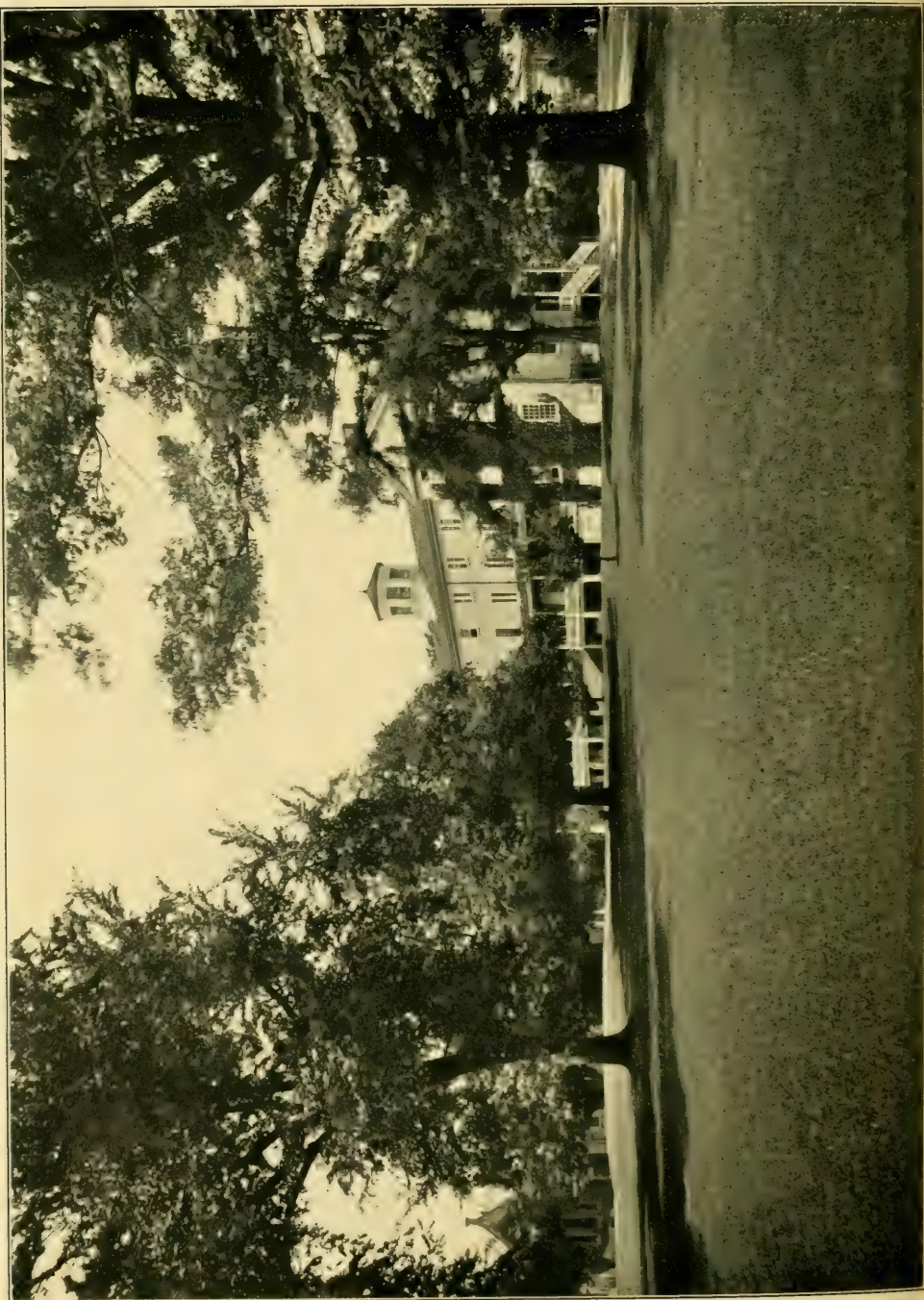


The Quadrangle

The midsummer views above give some of the extent of two of the College lawns. The buildings (four in each photograph) largely concealed by the heavy foliage.

HAVERFORD VIEWS





Founders Hall

THIS booklet, a number of the Haverford College Bulletin, is published by a committee of the Alumni Association (Winthrop Sargent, Jr., '08, Chairman) appointed and approved by the General Alumni Association. It presents some recent photographs, with a brief description of the College, its resources, its ideals, and its activities.

CHARLES J. RHOADS, '93,
President of the Alumni Association

For further information address

THE REGISTRAR,
Haverford College, Haverford, Pa.



The Haverford Union, Roberts Hall, and Barclay Hall

HAVERFORD is on the main line of the Pennsylvania Railroad, nine miles from Philadelphia. The college grounds comprise a tract of two hundred and twenty-six acres, seventy of which are given over to the campus proper. The campus, as the accompanying pictures show, is one of the most attractive in the country, having been laid out in 1837 by an English landscape gardener familiar with the country estates of England.

The suburban location allows better concentration on the work of the course, fuller opportunities for athletic sports, and all the other advantages afforded by the freer life of a small and compact community.

The ample equipment of the college (valued approximately at one and one-half millions of dollars), and its large endowment (productive funds, exclusive of real estate, buildings, etc., aggregating over two millions of dollars), provide resources for the student which are unusual even in some of our largest institutions. The college buildings and campus offer the means of stimulating almost every phase of the student's mental and physical development.



Interior of the Library

FROM the first Haverford has stood for a broad general education. It makes no effort to set itself up as a rival to the technical or the professional school; it aims to fit a man for life by a liberal training under ideal conditions, whether his ambition suggests business, technical or professional life.

A broad general training in preparation for a special course is being more and more approved both by professional schools and by business men. The opportunity for such training is most attractive in the richly endowed small college.

With this end in view the College has taken for its first object the building up of a strong faculty—men who are leading scholars in their own special fields and are also sympathetic counselors for young men. For this reason, too, the College has refused to work primarily for numbers, feeling that the best work is assured by maintaining a small student body. These students, numbering less than two hundred, are, to a certain extent, picked men; for Haverford expects to continue its system of entrance by examination, and thus to keep its standing among the six American universities and colleges which still maintain this system.

With its small student body and its large faculty, made up of men who are able to resist the offers of larger institutions, Haverford gives the student twice as much as the student pays for.



THE special feature of Haverford is the close linking of undergraduates with the faculty and with the alumni. Phi Beta Kappa meetings, Alumni Day, spring and fall athletic events, gatherings of the Founders Club, Dramatic Club entertainments, and many other such occasions—these are what make the *personal* Haverford, and bring its alumni back to the College in ever increasing numbers.

There are flourishing alumni organizations in New York, Philadelphia, Baltimore, Boston, and Chicago. Undergraduates, through the agency of the Dean's office and the interest of friends in the alumni ranks, are always in line for good business positions on graduation.

The life at Haverford is democratic. There are no fraternity houses, and all students dine in one large hall capable of accommodating a growing college for some years to come. As an annex to the Dining Hall there is a large room for the accommodation of class reunions and graduate dinners. Both rooms are handsomely furnished and are provided with large open fireplaces. These, with frequent log fires during chilly weather, add greatly to the attractiveness of both rooms. The board itself, in quantity and variety of food and in the excellence of its preparation and service, leaves nothing to be desired. No college provides better board, and but few—if any—its equal. The appearance of the tables is attractive. Each piece of china bears the College emblem in colors (see cover of this booklet). A unique Haverford custom is the singing, during meals, of loyal college songs under the leadership of the Glee Club or of the Senior Class. The combination of a handsome dining hall, splendid board and service, and thoroughly democratic good-fellowship, makes of the student body one large family whose first thought is loyalty to the Alma Mater.



The Upper Driveway and Lloyd Hall, Sections A and B

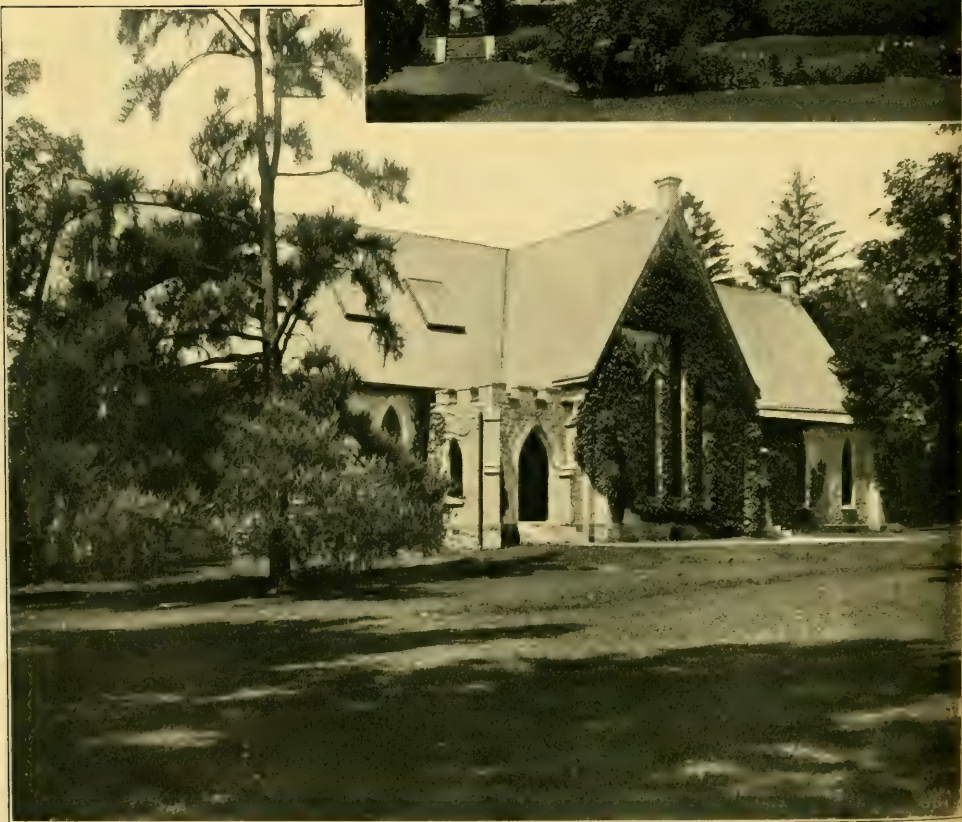
THE grounds in spring present a most attractive appearance. To the results accomplished by the original English landscape gardener have been added numbers of rare trees and flowering shrubs, until it would be difficult to find, in the whole country, a tract of similar extent presenting a greater variety in its flora. The photograph on the opposite page gives a slight idea of the beauty in spring of blossoming dogwood bordering one of the drives through the grounds.

The lower photograph represents the two original sections of Lloyd Hall. To these have since been added three other sections. In this dormitory the total cost of room, board and tuition is \$550. Suites of rooms are arranged with a separate bedroom for each person, a study to be shared by two, and a bathroom, with shower, for every four men. Open fireplaces, steam heat and electric light are provided. Accommodations at a more moderate figure are offered in Barclay, Merion and Founders Halls, where the lowest price for room, board and tuition is \$400, and the average price about \$450.

THE LIBRARY

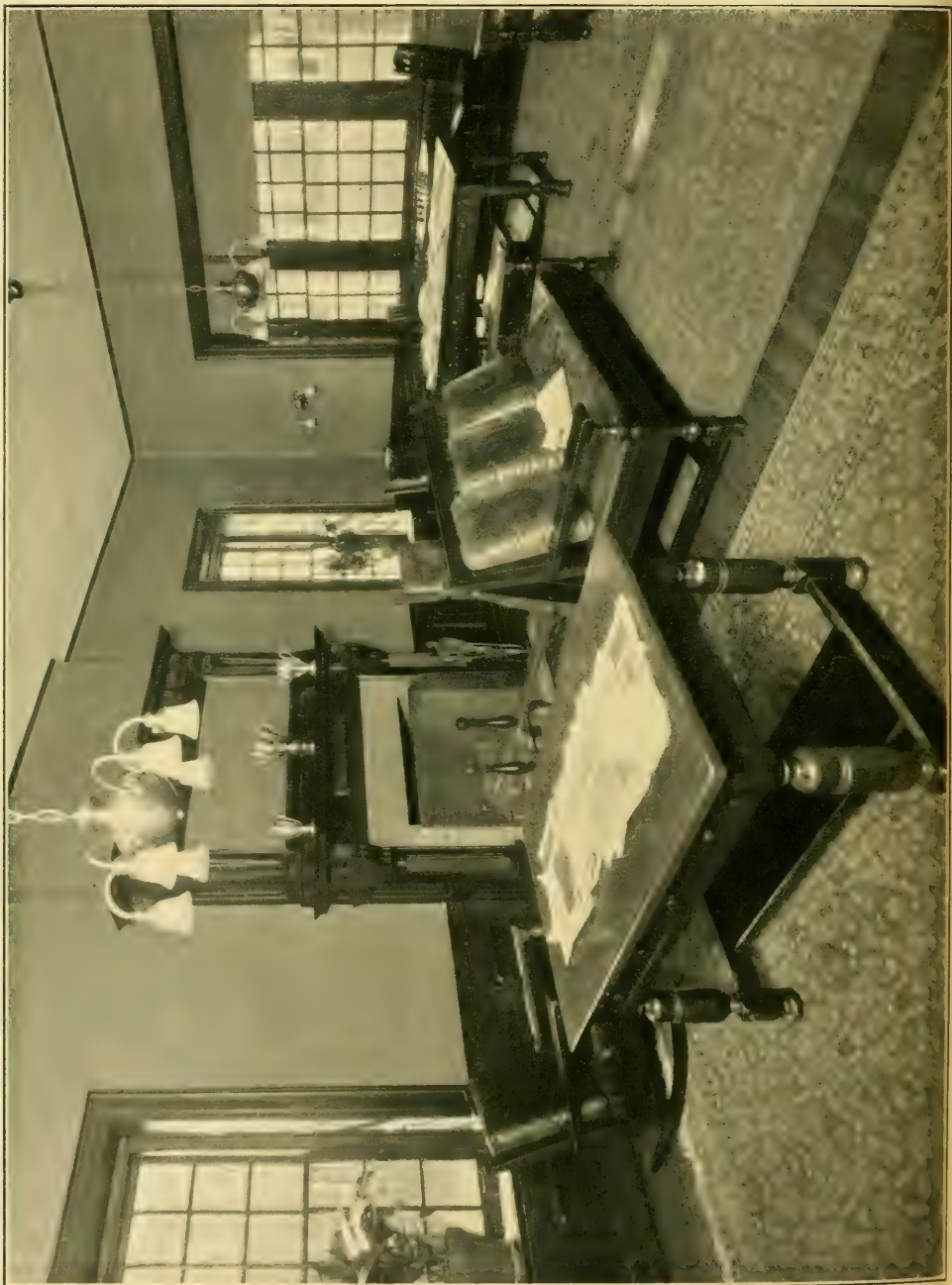
Stack Room and
Western Wing

Eastern Front



THERE are over sixty scholarships in the College, varying in amount from \$100 to \$400. The first four men in each class, irrespective of their personal means, are awarded Corporation Scholarships of \$300 each. These are regarded as high honors. If the holder of one of these scholarships does not need it, he may retain the title and give the financial assistance to some more needy student.

Every facility for research and literary work is afforded the students by the admirably equipped College Library of sixty-eight thousand volumes, where over two hundred literary and scientific periodicals are taken. About \$4,000 is expended yearly for the purchase of books and magazines. The students have free access to the shelves and are permitted to withdraw from the Library any volumes except those reserved for special reasons. Two views of the attractive exterior of the Library are given on the opposite page; an interior view of the nave of the building is given on a preceding page.



THE Union, or students' club, is the center of the social life of the College. It contains an auditorium seating three hundred and fifty persons, club-room, library, billiard room, and bedrooms for the accommodation of visiting alumni members. For a nominal fee any undergraduate may enjoy all of its privileges. In the auditorium are held the rehearsals of the Mandolin, Glee and Music Study Clubs; the trial performances of the Cap and Bells Club prior to its annual tour to Philadelphia, Baltimore, and other cities; the regular meetings of the Y. M. C. A.; certain meetings of the Civics Club, Scientific Society, and Classical Club, and many of the public lectures offered by the College. Adjacent to the auditorium are the offices of the *Haverfordian* and of the *Haverford News*. The club-room provides periodicals, chess boards, heavy lounging chairs and settees, etc. Some idea of the coziness and solid comforts of its appointments may be gained from a glance at the photograph opposite. In the panoramic view of the grounds, on page 6, the Union may be seen at the left, partly concealed by heavy summer foliage.



A Corner of the Gymnasium

THE athletics of Haverford are centralized under the supervision of the Director, who is also Professor of Hygiene and a member of the Intercollegiate Football Rules Committee. Freshmen and Sophomores are required to take three hours per week of gymnastic drill from Thanksgiving to Easter. In order to qualify for teams during this period, and to be excused from such drill, they must pass a qualification strength-test.

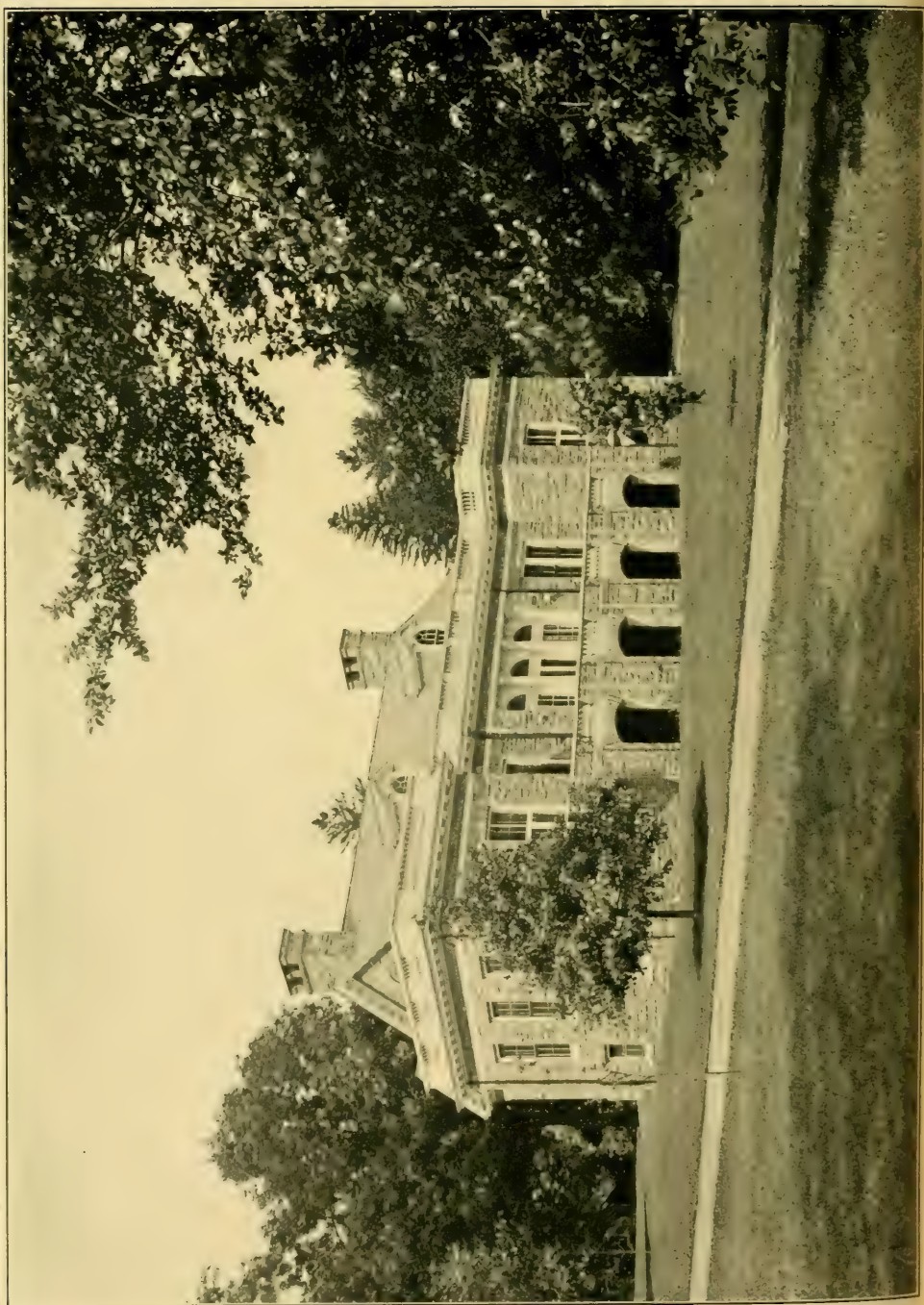
The main floor of the Gymnasium, sixty by ninety feet, is equipped with the most improved gymnastic apparatus, and surrounded by an elevated running track with inclined corners. Bowling alleys, swimming pool, dressing and locker rooms are provided in the basement, while well-appointed reading, trophy and measurement rooms are located in the wings of the building.



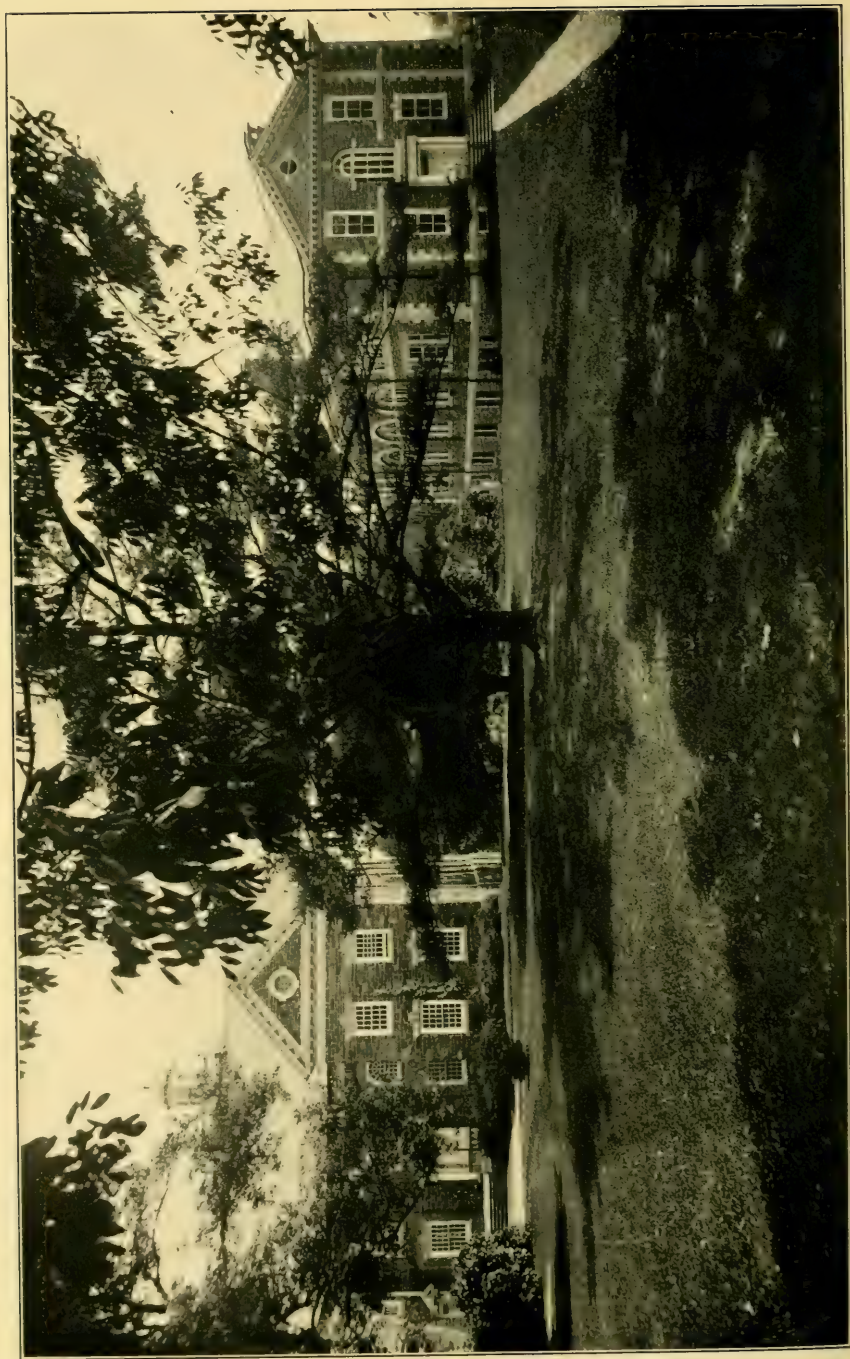
Cricket Pavilion

HAVERFORD teams have an enviable athletic record. In 1915 the Haverford College Soccer Team won, for the fourth time, the championship of the Intercollegiate Association Football League, embracing Harvard, Yale, Princeton, Pennsylvania, Columbia, Cornell, and Haverford; the Cricket Team won the college cricket championship, and the Track Team took fifth place in the Middle Atlantic States Track Meet. The Rugby football team did well, winning a majority of its games. A baseball club is beginning its second year, playing other colleges for the first time. But more important than any of these is the fact that in the spring and in the autumn over two-thirds of the College body are active candidates for teams.

Walton Field, for Rugby football and track athletics, has recently been regraded and resodded and equipped with a new concrete grandstand and a new and unusually fast 440 yard cinder track and a 220 yard "straightaway." The Class of 1888 Field and Merion Field provide excellent accommodations for soccer and baseball, while Cope Field, with its attractive outlook, is the historic home of cricket.



IN the Morris Infirmary, attractively situated in one of the most beautiful quarters of the campus and overlooking the Rugby and Soccer football fields, the running track and the tennis courts, every provision has been made for both resident and dispensary care of all student medical and surgical cases occurring during the college course. The donor desired to make his gift the most perfectly equipped small college infirmary in the country, and spared neither time nor expense in achieving his object. The extent to which he has succeeded can be appreciated only by an inspection of the building itself and of its perfect appointments. A professional nurse is in residence during the college year.



The Gymnasium and the Chemistry Building

RECAPITULATION OF A FEW FACTS OF INTEREST

Number of buildings	16
Acres of property	226
Acres of campus	70
Value of college buildings and property	\$1,500,000
Value of nonproductive real estate owned by the College	\$500,000
Productive endowment funds	\$2,000,268
Endowment per student	\$10,754
College spends on each student per year	\$800
Student pays for room, board, and tuition	\$400 to \$550
Four Corporation scholarships in every class, valued at	\$300 each
Total number of scholarships	67
Total value per year	\$14,600
Volumes in the Library	68,300
Volumes per student	390
Periodicals taken	212
Courses given	136
Rhodes scholarships held at Oxford	4
Undergraduate organizations	15
Alumni and undergraduate periodicals published in the College	6
Athletic fields	4
Athletic activities: Football, soccer, gymnasium, cricket, track, tennis, baseball, and swim- ming.	



BUT the ultimate test of a college is the standing and attainments of its graduates. Here Haverford has good reason to be proud. In scholarship, in science (a 1915 Nobel Chemistry Prize winner), in the medical world, in constructive legal work, in music, in art and art criticism, in philanthropy, in business, its alumni have been leaders.

The function of the College, as its President recently said, is "to develop men who have a serious interest in the affairs of the world."

MAY 18 1916

LIBRARY OF
HAVERFORD COLLEGE
HAVERFORD, PA.

HAVERFORD COLLEGE

VOL. XIV

BULLETIN

No. 6

ALUMNI QUARTERLY

MAY, 1916

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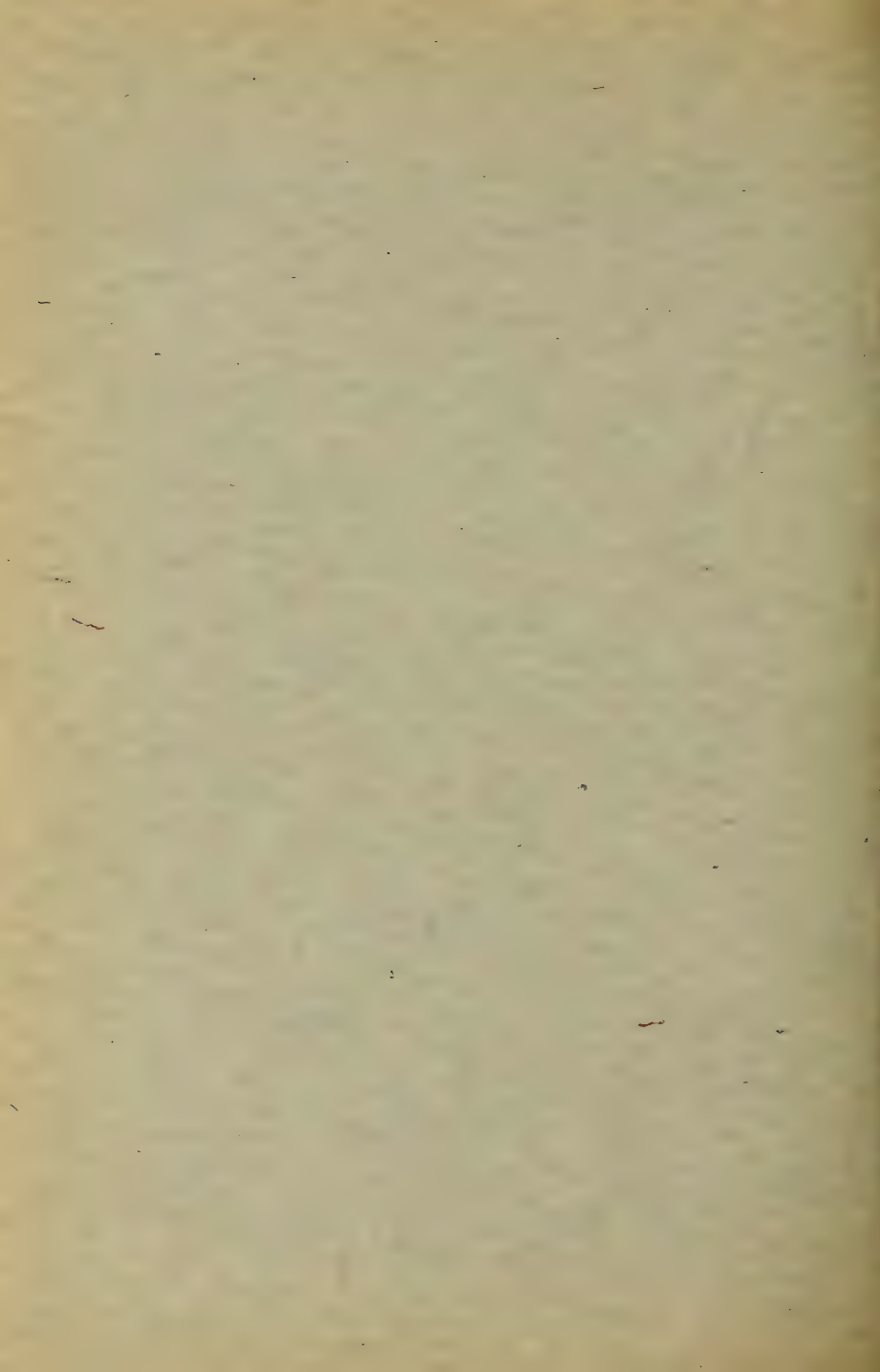
Two Articles on Preparedness.

Book Reviews.

College News Since the Last Number.

Issued eight times a year by Haverford College,
Haverford, Pa.

Entered December 10th, 1902, at Haverford, Pa.,
as Second-Class Matter under Act of Congress of July 16th, 1894.



The
Haverford College Bulletin

ALUMNI QUARTERLY

May, 1916

OFFICERS ELECTED AT THE ANNUAL MEETING

June 11, 1915

President

CHARLES J. RHOADS, '93

Vice-Presidents

DANIEL SMILEY, '78

GEORGE A. BARTON, '82

STANLEY R. YARNALL, '92

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J. STOGDELL STOKES, '89

J. HENRY SCATTERGOOD, '96

W. NELSON L. WEST, '92

EDWARD W. EVANS, '02

KEMPTON P. A. TAYLOR, '15

Treasurer

EMMETT R. TATNALL, '07

114 Commercial Trust Bldg., Phila.

Secretary

JOSEPH H. HAINES, '98

1136 Ridge Ave., Phila.

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PARKER S. WILLIAMS, '94, President

EMMETT R. TATNALL, '07, Treasurer

Commercial Trust Building, Philadelphia

JOSEPH W. SHARP, '88

J. HENRY SCATTERGOOD, '96

JOSEPH H. HAINES, '98

WINTHROP SARGENT, JR., '08

CHRISTOPHER D. MORLEY, '10

D. C. WENDELL, '16

RICHARD M. GUMMERE, '02, Managing Editor and Secretary,
Haverford College, Haverford, Pa.

NOMINATION OF OFFICERS OF THE ASSOCIATION

THE time will shortly come for the Annual Meeting and its accompanying election of officers.

The Constitution of the Association now provides that the only nominations which may be presented to this meeting are those made by the Nominating Committee, which nominations shall be submitted to a viva voce vote, and upon approval the nominees shall be declared elected.

This method has worked satisfactorily and has done away with the campaigning for votes and feeling of rivalry which sometimes prevailed previous to its adoption. But, at the same time, it makes it very hard and almost impossible for the members at large to exercise any voice in the selection of officers after the nominations are made.

Any suggestion therefore that members may wish to make in regard to the nominations, to be effective, must be made to the Nominating Committee before its report is made up.

Such suggestions would be welcomed by this Committee and receive careful consideration. The editors therefore suggest to all members of the Association that if they have suggestions for nominations, they send them in writing and at once to the Chairman of the Nominating Committee, Professor Rufus M. Jones, Haverford, Pa.

J. H. HAINES, '98,
Secretary, Alumni Association.

ERRATUM IN JANUARY NUMBER

The Managing Editor of the *QUARTERLY* begs to call attention to an error in the last number. Professor T. W. Richards, '85, was announced as winner of the Nobel Peace Prize. The statement should have read *Nobel Chemistry Prize*; and the date of winning the prize was 1914,—the announcement having been postponed one year because of the war.

T. WISTAR BROWN

ON the sixteenth of April, T. Wistar Brown, member of the Board of Managers since 1853 and its President since 1891, died at his home in Villa Nova. During these years Mr. Brown was a helpful advisor of the College authorities, and a generous contributor. Three professorships, two wings of the Library, a lecture foundation, and contributions to many buildings and improvements of all kinds,—all these make up a total which has been conservatively estimated at \$500,000. These gifts were all given "by a friend of the College."

Mr. Brown was in his ninetieth year. Besides Haverford, he took a deep interest in the affairs of the Pennsylvania Hospital. He was Vice President of the Provident Life and Trust Co., and interested in many organizations, such as the Philadelphia Dispensary, the Westmoreland Coal Company, and others. He was actively in business as head of the firm of John Farnum and Company up to a few weeks before his death.

Haverford owes to him more than could be told,—financial aid in times when the endowment was slender, wise advice regarding the investment of College funds, and sympathetic and honest counsel on all occasions.

FROM THE PRESIDENT

THE College has ascertained that the bequest of Anna Yarnall for the Library is likely ultimately to be worth \$50,000 and perhaps double this sum. It is mostly in land near 69th Street Station in Delaware County.

The children of Gideon Scull, who was a member of the Class of 1843, have recently died, leaving the most of their property to the College. This will probably amount to \$100,000. Part of it is conditioned on establishing a Chair of English Constitutional History at Haverford.

Funds amounting to \$24,000 have been subscribed for two new sections to Lloyd Hall. One half of this amount is given by Horace E. Smith, '86, as a memorial to his father. Work on the addition is now going on.

The College is building two new houses on College Avenue as residences for Professors Kelsey and Brown.

Commencement Speaker this year will be President Richmond of Union University.

Dr. Guy Spiers has received and accepted an appointment as head of the undergraduate department of Romance Languages in Columbia University. Joseph Seronde and Charles H. Livingstone, the former of Yale, the latter of Harvard, have been appointed to the department for next year.

ISAAC SHARPLESS.

ADDRESSES
AT THE
ANNUAL BANQUET
OF THE
HAVERFORD COLLEGE ALUMNI ASSOCIATION

*Held at the Bellevue-Stratford Hotel, Philadelphia,
Saturday evening, January 29, 1916*

OPENING REMARKS BY CHARLES J. RHOADS,
'93, TOASTMASTER, AND PRESIDENT OF
THE ALUMNI ASSOCIATION

In the presence of about 190 members and guests.

ADDRESS OF PRESIDENT SHARPLESS

I have recently returned from Chicago, where I attended a meeting of the Association of College Presidents of the United States, and I am going to make my remarks to-night on some of the things I heard and thought of there.

In the first place, college presidents are good speakers—you might not infer it from the specimens you most often hear at Haverford. But the effect of all the oratory has been to make me feel that they had a great many good things to talk about, and talked about them in a very good way. It suggested to me the account which President Hadley, of Yale, gives of an event which happened over in Berlin a few years ago, when he and Doctor Peabody, of Harvard, were there as exchange professors. There was a reception for them and they were standing in a semi-circle with the

Kaiser in the center. Silence fell on the assembly. Under such circumstances, no one speaks until the Kaiser asks him to speak. Doctor Peabody didn't know or did not care for German etiquette, so he spoke up and said, "Your Majesty, when Mr. Roosevelt was over here, I would like to know who did the talking." The Germans gasped at the audacity of the American, but the Kaiser, taking it in good part, replied, "When Mr. Roosevelt was over here, he and I stood up against each other like two windmills going all the time."

Another thing that came to me very strongly while there, was the immense advance which the cause of college education is making in America, and is going to make in a few years to come. It made me feel that I would like to be President of Haverford College for the next fifty years so that I could see them. You needn't be alarmed. When a man begins to talk that way, it is about time he was stopping.

I may have spoken on a similar occasion of the old Friend out in Chester County that was the first man in his neighborhood to have a carriage. Everybody else was on horseback. But he had a carriage and he built a shed especially for it, and when he built the shed he had doors in front and doors behind, so that he could drive straight through. Someone suggested to him that the one door would be sufficient and asked why he had doors on both sides. He said that he "never liked to back out of anything."

You may have heard about this man's excuse for declining to resign from the Pennsylvania Legislature. After he had been there a great many years, when the country got into a war with the Indians, and a committee was appointed to see him to urge him against advocating preparedness, all they could get out of him was that "he didn't feel himself culpable," and the

result was he remained in the Legislature for thirty years by successive elections until he died.

One of the principal subjects that was discussed very seriously in Chicago, and a question which has been much discussed elsewhere for some time past, is the tenure of the office of professors.

There are a great many things which are supposed to have belonged to the board of trustees now being transferred to the faculty. Many executive questions, not of a financial character, are being decided by members of the faculty, and the changes have been brought about so gradually that we hardly appreciate it. The result has been to increase the dignity and importance of the professor. Some people have a rather poor opinion of professors. In the world at large they are believed to be a rather impracticable, useless set of men.

A Southern gentleman went to the White House and found Booker Washington there, and he said: "I didn't know what to call him. I wouldn't call him 'Mister,' I didn't like in that presence to call him 'Nigger,' and so I called him 'Professor.'" That is where the dignity and honor of a professorship has been in public estimation—somewhat below "Mister" and somewhat above "Nigger." And yet it is important that the standing of a professor should take a higher rank, and there are two things which are necessary to make it so. One is a certain amount of security for the professor in his office, a security which is not dependent upon the will of the president for the time being, or even of the board of trustees for the time, but which is stated in statute in such a way that it cannot very well be avoided. And I think that the action of the university right here in our midst within the last month has done a great deal to establish that principle. You

have read in the papers what that action is. When a man reaches the dignity of a full professor he shall not be displaced from his office unless he has a hearing before a board composed partly of the members of the board of trustees and partly of his own associates in the faculty, and after such a hearing the board decides the proper action to be taken. I am very much in hopes, in the course of time, our Board will succeed in doing something that they have not done in the past, to secure the tenure of this position. Much does not depend on it so far as the present is concerned, for I know and we all know that justice would be done. There is no board before whom I would rather have my case come than the Board of Haverford College. But all people coming to Haverford College do not know so much about it as we do. If we are going to secure men of the kind we want to have, we must give them the assurance that so long as they perform their duties and behave themselves in a proper way, they cannot be turned off to suit some whim of a superior officer or some change in policy of the Board.

Then again, of course, the next condition that is necessary in order to make a professor what he ought to be is sufficient money to live on. There is a movement at Amherst College at the present time to raise \$1,000,000.00, the income to be used to pay their full professors \$5,000.00 each, and I am rather sorry that Haverford should not lead the way in that direction among the small colleges. Some professors are well paid and we have not thought it wise to adopt a uniform scale for professors in general. But if we could pay \$5,000.00 and the professors could know that when they got here they would be well treated, we would have the pick of the men in the United States. I do not mean that they would necessarily prefer Haverford under all

circumstances to a larger university where they have graduate work and opportunities for research. I mean that we would get the sort of men we want; men who are men as well as scholars; men who take a human as well as an intellectual interest in their students; men who will bring Haverford up to our very highest ideals.

These matters and similar ones were very strongly pressed upon the assembly at Chicago by the presidents who met there, and so far as I know, there would be no serious dissenting opinion to what I have said as to the faculty having the power to attend to many executive duties. It is perfectly evident that there are members of any board who have other interests greater than the interest of the college they have in their control, and that they do not know so much about the details of the college as the men who are on the ground, who spend seven days in the week and forty weeks in the year at their work, and that a whole host of subjects connected with the direct management of the affairs of the college rests more securely in the hands of the professors if they feel the necessary responsibility placed upon them for that sort of management. It is not a question, then, of simply saying that the professors are employees of the board;—appointees of the board would be a better term. They ho'd something of the same relation to the board that the Supreme Court does to its appointing power, the President and the Senate; they are independent in their duties to a large extent after their appointment is once secured.

Then again, another matter that came up and was very seriously discussed by the college presidents, was the subject of standardization. A few years ago the Department at Washington made an attempt to classify the colleges of the country. There are something like

one thousand institutions in the United States called colleges or universities, but there were five or six hundred of these recognized as such by the Department at Washington. They recognized as many institutions as had twenty or more collegiate students. In the State of Illinois, I think, any three men can get a charter to found a university and have the power to grant degrees except in medicine, pharmacy and dentistry. The State takes care of health, protects the public against the doctor and the dentist, but does not take care of the degrees in other directions. So, as an actual fact, we have institutions in every State, which have the power to grant degrees. And so common over the country at large are these colleges and universities, it seems necessary to say which college and which university shall be recognized when you come to think about a respectable degree. These degrees may be handed out simply as honorary degrees whenever a president chooses, for money or anything else that will bring some advantage to the college.

In this chaos of college conditions, it seems desirable to know what colleges are real, what universities are real, and what are not. In the Bureau of Education at Washington some years ago there was a classification of colleges. There were fifty-six in the first class out of some three or four hundred colleges considered. The Congressmen who represented the others applied to the President, and made such an impression that he ordered the classification discontinued.

But other movements are going on which are destined to produce results. In the first place there is an organization which made a report of progress last week in which they undertook to define what they called the "Minimum College" and "Efficient College." The Minimum College is supposed to be the poorest college

that ought to be called a college at all. I think it is supposed to have not less than \$200,000.00 worth of real estate and \$300,000.00 worth of endowment, a moderate faculty and other things in proportion. Anything less than that ought not to be called a college. That situation would cut out three-fourths of all the colleges in the United States. On the other hand, "The Efficient College" is one that has a couple of million dollars' endowment, a million dollars' worth of real estate, four hundred students, forty members in the faculty, and all other things in proportion. That was objected to because a lot of the presidents there who did not have that much value in their institutions did not want to be called "Inefficient Colleges," and the colleges that had more than that did not like it because they said if we want some money, men will turn to this report and say, "You are an efficient college already." So the name was objected to by everybody, but nobody could suggest a better.

Another movement of still greater significance is not to classify the colleges but to gather complete information and publish it in regard to all of them. There is a college in Washington, D. C., which has been shown lately to have a total value, including the endowment and real estate, of something like three or four hundred dollars invested in Mexican security. Now, all facts of that kind are to be gathered up and published. If that can be done, everybody can make his own classification. If Haverford College, for instance, writes out a full and detailed report of its financial and of its professional strength, the number of students, number of books in its libraries, and, what is more intangible, the spirit of scholarship, then all who want to take our students into graduate work can have a statement of

exact fact on which they can base their own classification.

You see, then, that out of this inchoate condition of college and university education in America, which no other civilized country in the world can equal, we are going to have some sort of an organization by which the good colleges shall be in some sense differentiated from the weak, of which we have a preponderance in the country at the present time.

The Commissioner of Education at Washington is very anxious to establish what he calls Junior Colleges. He says that the Freshman and Sophomore classes in the large universities are overcrowded and the students are not getting their dues there. They are taught by young graduates in a great many cases in very large classes, the good professors not teaching these lower classes, and therefore the educational equipment is poor. On the other hand, Junior and Senior years do not amount to much in the small colleges if there is a small number in the classes. The plan is to get a good many colleges that have four-year courses established as Junior Colleges with a two-year course and then pass their students on to a large university for professional or technical science. The difficult part of it is that there is no power which will compel any college to make itself a Junior College. Imagine Haverford College with nothing but a Freshman and Sophomore class. Personally, I would not care to be President of that sort of a college. The value of the Senior and Junior classes in a college is, to my mind, inestimable. The whole standard of Haverford College is set, to a very large extent, by this Senior class. One can see the character of the school change, with the change in the character of the upper classes. Haverford would be a very different sort of college without the Senior class to set the

standards. I cannot see very much in the Junior College idea.

Then the recurring question of the sort of curriculum we ought to have, a question that has been discussed perennially for a good many years; whether the vocational and professional idea should dominate or whether it should be the old sort of college devoted to liberal knowledge, was very urgently pressed on both sides of the question. I should say that no Haverfordian has any doubt as to where his College will stand in a matter of that sort. We certainly ought to have scattered up and down over this country a number of colleges of a purely literary sort, where the atmosphere would be scholarly rather than professional, where men would come to gather up the learning of the ages and to improve by it. I do not feel at all sure that even from the point of view where the professional men think they have an advantage—the view of making money—that it can be proven that the students of professional courses have any advantage over the students of the general courses. I suppose it is the case, as some Haverfordians say, that when they graduate from the College and go into some lines of business they feel lost, whereas the professional students go into their work and know how to start. But the advantage is simply a matter of a very few years, and, in course of time, the larger training and the greater power of the liberally educated man come to the front and he can do more, I have an idea, even in the way of money making, than the other man can do. I do not know that there have been any statistics that will prove this one way or the other, but it is the testimony of a great many people that I have met. It seems to me the prevailing testimony at this Chicago meeting was in favor of the separation of the two classes of colleges from each other, and the preserva-

tion in this country of the scholarship and spirit of the medieval university and the better colleges in the United States. I think at Haverford we are bound to keep that scholarly idea predominant but not necessarily cut out everything that has professional leanings or tendencies. We have to give our medical men a certain amount of science and so through the different professions, but, in the main, we have to give also to every student who comes there a broad education that will enable him to think about a great many things successfully and will teach him to be interested in the problems which are not only to come before us in a few years, but are before us at the present time.

Then there is the perennial question of the size of a college. We are aware of the action of certain of the Alumni of the past years who have appointed a committee—and have raised a certain amount of money, which amount has been matched by the Board of Managers, to appoint an assistant to the President. The President needs assistance. The peculiar duties of this assistant, however, who I think is going to be a very satisfactory assistant, judging from the little time he has had the position, is to attend to matters connected primarily with the admission of the students. The idea, I suppose, in the minds of some of the members of the Alumni committee was to increase materially the size of the College. As long as the President and faculty have an opportunity to examine all candidates, you need not be alarmed that the College will grow too fast. I will agree that an increased number of applicants would be a good thing to have. Personally I will have to confess that I am somewhat conservative on the question of the large increase of Haverford College. As a matter of fact, we have increased in past years about five a year, and the result has been, with

that very moderate growth, that it has enabled us to digest all the new material that has come in without seriously changing the type of work done, and without changing the general quality of the student body or the resulting product that comes out on graduation day. I have noticed in the past, when we approached any standard of numbers, we advanced that standard later. If we can, without seriously changing our plan of action, secure a somewhat larger number of students by slow accretion, I think we would all welcome it.

There are several things which work against increase. One is that we require an examination of our students rather than accept them on certificate. We know there are few colleges left in the United States now who do not take certificates from the schools, and it is such an easy matter for a student to present a certificate to a college rather than to stand an examination, that many students give us the go-by.

Again, there is a requirement we make of all our students except a few that live at home, to live in our dormitories. There are one hundred and seventy-two rooms at the present time open to students at Haverford, and all are taken. During the present year, I think fourteen of the students lived at their homes in the immediate neighborhood of the College. Of course, if the number of students is increased it will be necessary to increase our dormitory capacity. I want to call your attention to a liberty which the Board of Managers granted to me this last week—to try to secure some \$24,000.00 to fill up that gap between the old and new sections of Lloyd Hall. I am willing to pass that on to any interested members who want to join me in the effort. Then we want to do a great many other things. Some time ago the Harvard Board met and someone reported that they had only received three-quarters of

a million dollars. One of them remarked, "Why do they dribble money into us in this way?" This \$5,000.00 salary business I have been talking about is something that ought to follow. Evidently we can't make it up by \$10.00 subscriptions alone—we ought to have \$10,000.00 subscriptions as well. It may be the duty of every Haverfordian to endeavor to enable us to do this thing. Let us lead off in the matter of these big salaries for our tried professors. That is the important question of the future. We want one more building of an educational character—a laboratory for physics and biology—and then we will have a very good rounded out set of educational halls. We put up last year an addition to Chase Hall which gives us some excellent new classrooms for languages, philosophy and so forth. We have all the necessary physical accouterments of a small college except one building, and that will require \$100,000.00 to build in good shape.

Haverford is going to be a college that will be larger, but perhaps not very much larger, than the present College. We will have a faculty with their tenure secured and well paid, who will give their best and most loyal efforts to the building up of the Haverford idea in the College. We will have a body of students, not essentially remarkable or different from any other college, but unadulterated by moral decadents who exist at the rear end of most colleges, including our own, and break down the average and do harm to the general standards of the college. We will have a college devoted to the atmosphere of scholarship rather than to the atmosphere of professionalism.

We will have a college which will turn out at the end of the course, graduates with the ambition to make something of themselves; with a will to excel in the beneficent work of the world, trained so as to enable

them to do whatever they ought to do. This is a realizable idea, and we are on the way to it now. I believe with the loyal help of all parties interested in Haverford, we can make a small college there which will enable our neighbors to speak well of us. There was a little girl who, when she came home from school, told her mother she was the brightest girl in the school. The mother asked her if the teacher told her that. She said, "No, I found it out myself." I should a great deal rather the other party found that out than that we should tell it ourselves, but I feel quite hopeful that the affairs at Haverford are going to shape themselves in the near future so that the ideals which some of us have held before ourselves for a good many years in the past will be likely to be realized.



Dr. Walter Rauschenbusch, of the Rochester Theological Seminary, followed President Sharpless, discussing "The Age of Force and the Challenge of the Spirit." Alluding to his former visits to Haverford, especially in 1914 when the Summer School was held, he paid a tribute to the work of the Friends, the consistency of their historical position, and their constructive attitude in the present period of confusion. Their best contribution was a firm belief in the reality of the spiritual life.

War, he said, is communal backsliding, a social order reversed, a return to the materialistic. Hence a spiritual force is necessary, if we would overcome the physical force. But God is merely undergoing a temporary eclipse, like that of the sun. The Devil, who was a flesh-and-blood monster in the middle ages, has been gradually eliminated from his position. Similarly, such outbreaks as that of to-day will work themselves out

and decline by reason of their previous excess. Dr. Rauschenbusch used as his simile the source and spread of the Danube River from a tiny streamlet in Germany. It is a war of brains; it must be defeated by brains. The colonial increase of the various nations, given in figures, illustrates the immense forward current on the part of all races. This must be governed and not checked.

Human life must be held in higher honor. "We must recognize the superiority of life over money, the humanness of life in all our endeavors, and the rights of the human personality." The two-class society must be eliminated, and the community must be quickened both as a whole and as individuals.



Dr. Rauschenbusch was followed by President Charles A. Richmond, of Union College, Schenectady, N. Y. Dr. Richmond, after several witty remarks and some excellent anecdotes of Irishmen, Southern plantations and Walt Masonic rhymes, congratulated Haverford on remaining true to her academic traditions. He touched upon the problems of compensation for teachers, of the sort of man a college should aim to develop. He named some of the great educators of America, past and present, and paid a tribute to the work which President Sharpless is doing.

The second part of his speech was devoted to deploring the uneven sacrifice of college men in war, as contrasted with those of the so-called "working class,"—illustrating by statistics from the Civil War and the European War of to-day. He maintained that a call to arms should include all grades of humanity, and not merely those whose chivalrous upbringing leads them first to answer the call for recruits. Finally, he main-

tained, it is in all fields, and not merely in war, that the spirit of devotion to public welfare should manifest itself. Dr. Richmond closed with a quotation from the "Soldier" of Rupert Brooke.

During the dinner David Bispham, '76, sang two ballads, and the College Orchestra played six or seven selections of College songs.

BALTIMORE

(From the Baltimore Sun, April 1, 1916)

HAVERFORD ALUMNI DINE

MUSIC, SPEECHES AND PICTURES ADD TO
ENTERTAINMENT

HAVERFORD spirit rose to great heights last night at the annual banquet of the Baltimore Chapter of the Alumni Association held at the University Club. So great, indeed, was the enthusiasm, and so sincere were the banqueters in their pledges of loyalty to their Alma Mater, that they decided before the banquet was over to establish a competitive scholarship to the College for Baltimore students.

Plans were suggested to have this scholarship ready by the next scholastic year. As a means of helping along the banqueters in their reminiscences, stereopticon views of some of the College buildings and some of the old familiar haunts were shown.

The old College songs were sung again by Douglas Waples, F. M. Froelicher, Hans Froelicher, Jr., and C. M. Froelicher, all members of the association. The last three gentlemen are brothers. The banquet was noteworthy in that several families of the city were represented by two or more members.

The principal address was made by Dr. Richard Gummere, of Haverford, assistant to President Sharpless of Haverford, who was unable to be present. A letter from him was read by Dr. Henry M. Thomas, the toastmaster.

Others who made addresses were Eugene R. Smith, headmaster of the Park School, who spoke on the

subject of "The Relationship of Secondary Schools to Colleges"; W. Woodruff Marston, who discussed "The Relationship of Preparatory Schools to Colleges," and Douglas Waples, of the Gilman School for Boys.

Among those present were Dr. Richard M. Gummere, Eugene R. Smith, W. Woodruff Marston, Edward Stinson, Dr. Wilfred P. Mustard, Dr. Hans Froelicher, H. Froelicher, Jr., John R. Cary, Donald B. Cary, Frank W. Cary, C. M. Froelicher, F. M. Froelicher, Frederick P. Stieff, Jr., Richard J. White, Miles White, Jr., Dr. W. Rush Dunton, Jr., Dr. Randolph Winslow, Caleb Winslow, George L. Winslow, Douglas Waples, J. H. Parker, Dr. Henry Wood, John S. Janney, R. Henry Holme, Dr. J. Kent Worthington, Dr. George Pierce and Dr. C. B. Thompson.

Officers of this association for the following year are: President, Dr. W. R. Dunton, Jr., '89; Vice President, R. L. Cary, '06; Secretary-Treasurer, Hans Froelicher, Jr. '12; Executive Committee, the above officers and Dr. H. M. Thomas, '82, and Richard J. White, '87.

CHICAGO

THE Alumni of Haverford College residing in Chicago held a dinner on the evening of January 29th and organized the Chicago Haverford Alumni Association. It appears that there are about sixteen Haverford Alumni residing in Chicago, as follows:

Charles Tatum, '53; Thomas H. Chase, '84; William G. Audenried, '90; Richard S. Ellis, '98; A. C. Wild, '99; Herman Newman, '02; Andrew B. Caswell, '02; J. S. Fox, '02; James T. Fales, '06; Fisher C. Bailey, '08; Walter W. Whitson, '08; William L. Kleinz, '11; Horace Howson, '12; Walter H. Steere, '12; Karl Dodge, '15. The purpose of the organization is expressed as follows: "It was proposed to organize with the object of making our existence known generally to Haverfordians, so that visiting Haverfordians may get in touch with us and that Haverfordians coming to Chicago to live may be able to find a congenial acquaintance here." A further purpose is to help make the name of Haverford College a little better known in Chicago. The association will meet regularly on the third Monday evening of each month at the University Club.

There is already in Chicago a Penn College Club, which includes the alumni of various Quaker colleges throughout the country. This club has an extensive membership, and has succeeded in making itself pretty well known.

The officers to serve for one year are: A. C. Wild, '99, President, and William G. Audenried, '90, Secretary and Treasurer.

NEW ENGLAND

PRESIDENT SHARPLESS, of Haverford, and President Abbott Lawrence Lowell, of Harvard, were the principal speakers at the dinner of the New England Alumni Association of Haverford College, which was held at the Lombardy Inn, in Boston, on February 18th. Walter S. Hinchman, '00, acted as toastmaster, while E. S. Cadbury, '10, had charge of arrangements, and Dr. Theodore W. Richards, '85, of Harvard, was also a speaker.

In his address President Lowell, of Harvard, said that very few young men go to college with a full sense of duty, but rather with a desire to distinguish themselves in superficial ways. College students, he asserted, should make a determined effort to develop their mental faculties and imagination, since the imagination is the root of all success and the cultivation of inductive and deductive reasoning.

In his talk President Sharpless considered especially college professors, who, he said, are beginning to develop into a new type of man. They will in the future not confine their work simply to their classrooms, but will be heard in other walks of life. As examples of this new type he referred to President Wilson and other professors. He also expressed the opinion that the future will witness a greater security for professors in their tenure of office and a material increase in their salaries.

There were fifty members of the association present and the following officers were elected for the next year: President, Reuben Colton, '76; Vice President, C. T. Cottrell, '90; Second Vice President, Henry Baily, '78; Secretary and Treasurer, E. S. Cadbury, '10. The following were chosen for the Executive

Committee: William D. Hartshorne, '71; W. Jones, '82; E. L. Macomber, '01; Otto Duerr, '03; Carl M. Sheldon, '04; B. Eshleman, '05; M. H. March, '07; David L. Phillips, '09; Philip C. Gifford, '13, and A. S. Wood, '13.

NEW YORK ALUMNI STRIKE OPTIMISTIC KEY

DAVID BISPHAM PRESIDES. THOMAS MOTT OSBORNE
SPEAKS

OPTIMISM was the keynote at the dinner of the Haverford Association of New York held last Wednesday at the Columbia University Club, where more than half a hundred Haverfordians gathered for a heart-to-heart talk on matters concerning the College.

To balance the program, there were a number of outside guests, prominent among whom was Thomas Mott Osborne, former warden of Sing Sing Prison, who gave a forcible and straight-from-the-shoulder talk on modern ideas of treating criminals.

David S. Bispham, '76, presided, and due to his efforts an excellent musical program was interspersed between speeches.

The first speaker was President Sharpless, who took up the spirit of optimism, and reduced it to practical terms by summing up a number of handsome bequests to the College within the past year. He spoke of his own attitude toward the duties of a college president, and said that his policy had been not so much to solicit money and students as to build up a college of high standard, in the faith that the money and students would follow. The small colleges, he predicted, will count for more, proportionately, in the future than the large ones, and their mission will be to uphold the higher ideals of the community and the nation.

He emphasized the goal of quality rather than quantity, and declared that a college should stand for "education first."

Dr. R. M. Gummere told of the work of the Haverford Extension Committee and the history of its organization with Winthrop Sargent as president. He gave as the goal of the movement the furnishing of a large number of applicants for admission, from which to select the best.

Christian Brinton, '92, gave a brief but beautiful little talk on the progress of pictorial art at Haverford, telling how the atmosphere and landscape about the College, the rolling hills and giant oaks, had woven themselves into the drawings of Maxfield Parrish. The College gave him no specialized training in artistic lines, but the broadening cultural influence of Haverford life proved of incalculable value to him as well as to many another Haverfordian.

Several sonnets of his own composition were read by Leonard Van Noppen, who received an A. M. degree at Haverford in '93, and is now a lecturer at Columbia University, and in the employ of the government of the Netherlands. The subjects of the poems were strictly modern, dealing in many cases with war topics, one in particular being dedicated to the nurse Edith Cavell.

Thomas Mott Osborne, in his speech, presented a vigorous arraignment of the methods of dealing with criminals by mental and physical punishment, and strongly defended the newer ideas introduced by his administration at Sing Sing. The Philadelphia Quakers, he said, were responsible for the introduction of the first reform, that is, the substitution of solitary confinement for physical punishment. That both these methods will be superseded by the newer idea of approaching the convict from the spiritual side, he is convinced by his experiments at Sing Sing. "Sin," he said, "is a disease, to be treated." To bring a criminal

back to society we must approach him on the principle expressed by Gladstone, when he said, "Liberty fits men for liberty."

The final speaker was Dr. W. W. Comfort, of Cornell University, whose speech was short, but of much interest. He spoke of the thirst for real religion among the fraternity men at Cornell University. Many of them rarely attend church, and have little use for the church type of religion, yet they could be strongly appealed to by rational and practical faith. This is a need of the college man that craves an answer.

The musical part of the program was excellent. David Bispham sang Shakespeare's "Seven Ages of Man," as arranged by Arthur Huss, and followed it with the Irish recruiting song, "Mistress McGraw." Among the guests were Arthur Hartman and Alberta Jonas, both friends of Dr. Bispham and musicians of wide reputation. Much of the success of the banquet is due to the careful arrangements made out by Dr. Bispham, who sent out letters in his own handwriting. The committee in charge consisted of J. D. Kenderdine, S. W. Meader and C. F. Scott.

Officers elected by the association for the ensuing year are: President, Frank H. Taylor, '76; Vice President, A. S. Cookman, '02; Secretary-Treasurer, J. D. Kenderdine, '10. Dinner Committee, C. F. Scott, '08; C. D. Morley, '10; David S. Hinshaw, '11.

MILITARY TRAINING IN SCHOOLS AND COLLEGES

PRESIDENT ISAAC SHARPLESS, HAVERFORD COLLEGE*

IF military training simply means camp life, certainly it merits only commendation for its physical effects. I have myself spent too many days and nights under canvas during the last three decades not to appreciate that even a short experience of it makes close air impossible at any time during the twelve months of the year.

Again, if military training means only daily regular exercise, an ordered healthy life and simple habits, it deserves well of the country. Luxury, comfort, indulgence are the goals set before them by too many youths, and worry, responsibility and excitement destroy the nerve and heart power of too many men to value lightly any agency which will steady the habits and fortify the inner energies of those who are to do the world's work in this exacting generation.

But though military training does have these salutary effects, it is doubtful if, on the whole, it is the best means of securing them. The Boy Scouts have declared against it in this country, and even their great militant leader and organizer in England does not encourage its introduction. More and more the scientific physical trainers and educators are minimizing the rigid formal exercises of gymnasium drill whenever the free, joyous, spontaneous open-air sports can be procured. The boy needs play, zest and competition, and not simply an uninteresting movement of the muscles.

* Reprinted, by request of several Alumni, from the Proceedings of the Association of Colleges and Preparatory Schools of the Middle States and Maryland, 1915.

Again, military instruction has moral values. The forced attention to tasks at the time they are due, though in some cases causing a reaction afterwards, in many others results in habits which stand well in life. How purposeless are the lives of many students! How in need of discipline and trained methods and steady persistence! How the lack of these qualities shows itself so that we have to meet such jibes as that "The intellectual habits of some students may even be able to stand the strain of college life."

But are we not again confronted with the same problem as when we considered the physical side? Can a system enforced from the outside, demanding unequivocal attention at the expense of degradation and penalty, be all that is needed? Must there not be a training which brings a response from the student?

Is military obedience the sort which our American boys need? In his noted definition of a liberal education, Professor Huxley describes the educated man as "One who, no stunted ascetic, is full of life and fire, but whose passions are trained to come to heel by a vigorous will, the servant of a tender conscience." Is either will or conscience educated by the military process? Is it not rather an abnegation of personality, a complete atrophy of individual sense of right or duty? If a superior officer tells you to stab your opponent through the heart with a bayonet, to shoot a noble woman engaged in the relief of suffering, to burn a city in which thousands of non-combatants reside, to ravage a country and leave the inhabitants to die by starvation, to sink a liner and all that it contains, the man obeys as a machine obeys, without hesitation and perhaps without inner protest. Or if the protest comes he smothers it with the thought that the officer and not himself is responsible. The unquestioning obedience demanded by the

military code is hardly the remedy which America has ever submitted to, nor will she ever submit to it, until the principles of our founders and fathers are forgotten and their spirit deserts us.

The sons of men who came over in privation and peril to find freedom of conscience will hardly submit to a national fettering of individual consciences. The sons of men who in various ways fought for the assertion that "all men are born free," will hardly allow their sons to fall victims to an education which will make them slaves in any degree, in body or spirit, to a cruel system. General military training in the schools, with all that this implies, introduces into the life of the American nation an element and a principle antagonistic to those free institutions and to the democracy upon which we have always considered that our claim to a standing among the nations is securely based, and would be the beginning of a set of new national ideals and standards, which the present experience of certain European nations hardly commends to us.

Prussia has no lack of thorough training and disciplined scholars, and yet, with all her militaristic ideas, she excludes military training from her schools as having no place there.

If needed one could quote dozens of authorities on this subject. "Military drill seems to me one of the poorest forms of bodily exercise, very inferior to most gymnastic exercises and to all free sports," says ex-President Eliot. "My principal objection to military drill as a physical exercise," says Dr. Sargent, "is that it does not to any extent meet the physiological demands of the body." To see a green playground covered with boys at sport is the ideal of physical exercise. Supplementary to this and, unfortunately, in some cases necessarily a substitute for it in large cities, is a well-

considered scientific system of physical training indoors, a system which takes into consideration individual weaknesses and needs, which embraces all that military training gives and much more, and which better prepares the body to withstand the strain of after-life.

It may have been some such arguments as these, though I did not attend the meeting, which so lately as August 27, 1915, induced the N. E. A. at Oakland, Cal., with unanimity to adopt the resolution:

"The Association deplores any attempt to militarize this country. It again declares against the establishment of compulsory military training in the schools on the ground that this is reactionary and inconsistent with American ideals and standards. The Association expresses its approval of the policy of the Boy Scouts of America in keeping the useful work free from connection with military affairs."

We have also protests from the head of the New York Public School System and the head of the Pennsylvania Public School System, during the current year, against the introduction of military drill in the public schools. The United States Commissioner of Education has declared: "The public schools are not the place to give this training and preparation," and Professor John Dewey, speaking especially of rifle practice, says: "It is undemocratic, barbaric and scholastically wholly unwise."

But there are other reasons for the present agitation of this subject than its fitness for educational purposes and its development of the attributes of American manhood, otherwise girls as well as boys should receive its benefits. It is a part of the general policy of preparedness for actual warfare into which the present suddenly aroused sense of danger has plunged the country. And here I suppose I must part company with some who

have been with me thus far. It may be that I am what is called a peace-at-any-price man, though the words do not seem to me exactly descriptive of my attitude. It is possible also that I am a "mollycoddle," though there again uncertainty as to definition makes me hesitate to appropriate the honor. I confess I cannot see the near danger. There is *some* risk, as there is of an earthquake in Philadelphia. But it is a balance of small risks against certain large evils, and I am inclined to take the risks. These risks can be greatly reduced by measures which are wholly wholesome. Tell our boys that this nation must ever pride herself on her rigid and even generous enforcement of treaties, on the absence of all aggressive tendencies which seem to covet territory or commercial advantages at the expense of weaker states, on the decent and honorable treatment of foreigners within our borders, that we will not unconsciously prepare for a time when an accident of politics puts into a chair of power a man of aggressive will and militant tendencies, that the moral standards of the nation and of a man in civil society are not widely divergent, that the protection of national honor rests with ourselves, and is independent of what others may do. Can we make the ten million boys feel the full throes of a patriotism abounding in self-sacrifice for the good of humanity, can they believe that the glory of America consists not in the might of her destructive agencies, but in a leadership in good will and beneficence? Create such a national consciousness as this, which will not breed competitive armaments elsewhere which we in turn will have to match, and the dangers of attack are vastly reduced. Take the cost of one battleship and put into the field a few thousand teachers and lecturers, such as boys like to listen to and you have no mean insurance against hostile intent. More than

that, you start a movement which will pacify the world.

It will require a very urgent cause and very large risks to excuse the introduction into our national life, through the schools, of the military ideal, from which we have been free in the past. The hundred years of pacific history have permitted the growth of normal and sane views of personal and public morality, and another hundred would so crystallize them that militarism in America would be impossible. Our wars even have not succeeded in creating this military spirit, they have only temporarily strengthened it. Good has come from them, as good comes from every cataclysm. It might have come without them. Independence might have been secured without a war, as I have heard James Bryce surmise. The possession of California and the Southwest might have come by request of the people there, as I believe historical documents prove. Slavery might have been extinguished by purchase or otherwise, and Cuba might have been freed by diplomacy if the patience of the American people had held out a little longer. But all might-have-beens are matters of speculation. Wars *have* come to us; none, however, as the result of the attack of any other nation to procure something they did not have before. They came at our invitation. I am willing to trust to the same agencies which have operated in the past, if we do our full duty, to care for us in the future, against other attacks from outside.

But if wars may not reach us the spirit of warfare is with us now in some of its most malignant forms. The European nations are baptized in suffering. They are learning its lessons, and John R. Mott, who has just been among them, tells us that never before have the men who occupy the trenches on both sides of the line been so seriously concerned about the things

of the spirit. The men will be apostles of peace henceforward. But *we* are enjoying a triumphant materialism based on the instruments of human destruction that we are sending abroad. Residents of two cities which contain munitions plants have told me within a few days of the wild orgy of speculation in war stocks into which the young men and boys have plunged, and these cases are not alone. Men are openly and gaily hoping that the war will last longer, that their profits may be still further multiplied. The time of reckoning may come, will surely come to some, when the inflation will burst, as did the South Sea bubble and the lottery system of our own country a century ago. Labor troubles, the disarrangement of the old industries, the creation of a number of new millionaires of unsavory reputation, the strain of readjustment, all these are our outlook, and may be our proper chastisement. What schools and colleges should hold most dear, the triumphs of intellect, the quiet quest of truth and right, the exaltation of the spiritual over the material, are pushed aside by the wild scramble for unholy gains.

There is no heroism in this—no example to set before ambitious youths who wish to serve humanity or exalt themselves—no lessons, except those of avoidance, which we, as teachers, can use to stimulate good impulses.

A few days ago a man who came from this city, after decades of quiet work in his laboratory over atomic weights and such other abstract and seemingly unpractical entities without thought of financial reward, received a just recompense in a Nobel prize. I am not a chemist, and do not know through what course the discoveries of Dr. Richards must pass or have passed in order to enter the field of industry which makes for human betterment. Nor does it matter how or

when this will show itself. Such labor is the ideal of school and college effort. The triumphs of peace, not of war, are our texts, and the method of peace and justice the ideals for our boys in school.

One cannot but honor the impulse which prompts men to give up the comforts of home, the prospects of business and the satisfaction of an ordered life, and from the sense of duty or patriotism accept the risks of battle and the monotony, or worse, of trench life. It is an impulse which may well be made an inspiration to school and college youth. But these impulses exist outside the martial field. When men get together in military camps, with all the contagion of talk and action, the drill and the uniforms, this wholesome feeling for a life of service involving sacrifice and danger operates to send them into the army on the least excuse. But if the contagion could point in other directions against the enemies of humanity and not fellow beings, if other causes could be advertised and other fields of risk and usefulness pointed out, then young men who really felt the call to dangerous service, and not merely the love of adventure and the lure of glory, would enlist as good soldiers in the employ of beneficent enterprises.

Give this incentive to our young men in effective measure, tell them the risks and rewards of unknown efforts for sanitation and livable conditions in the homes of the poor, of the Red Cross work on the fields of battle into which not a few Englishmen and some Americans have voluntarily gone, of the successful fight against disease of American doctors in Serbia, of the political martyrdom which a combat against corrupt agencies not infrequently brings, of the financial loss often involved in a brave and effective public service, of the life of the missionaries apart from home and

friends and physical comforts in lands abroad, and you may arouse and direct energies as potent, take risks as bravely, secure results as permanent, and fill out the measure of life as faithfully as ever soldier did on the battlefield, in a contest against men with the same fidelity to duty as himself.

It is true that some men who have preached the doctrine of peace have done it in a purely negative way, shorn of any contagious enthusiasm for active duty. Some of them have seemed to shelter themselves in safety under their consciences while others fought for them. Such an example will not go far in a community of generous youth. But there have been some who have suffered the extremes of bodily injury and ignominy rather than yield their convictions; to whom the far easier path would have been to satisfy the martial demand; who if not "too proud to fight," have been too brave to fight. If the campaign for military instruction shall induce preachers and teachers to proclaim a vigorous propaganda for patriotic and humanitarian service, full of danger and reward, for moral purposes by moral methods, it will not have been in vain.

A COLLEGE MOVEMENT OF TODAY*

UNDOUBTEDLY awakened by the European War, a large number of very representative men from most of our leading universities and colleges, have recently shown a desire to respond to the universally admitted obligation falling on every citizen, as such, to serve their country, if needed, with their persons and possessions.

Realizing their ignorance of an important phase of service, viz., military service, and the undoubted fact that such men as they, leaders in most other walks of life, and privileged by greater advantages, educational and otherwise, would naturally be looked to again for leadership, they have at considerable sacrifice to their pleasure and comfort, and notwithstanding a natural disinclination for such service, taken the opportunities offered to better qualify to fulfil their obligations. Few who try it will fail to experience an undreamed-of realization of what "my country" and her service mean. No individual work can compare with shoulder-to-shoulder service in her uniform. Try it, and withhold your judgment until you do.

Those who have done so are unanimous in recommendation of such training, which in no way increases the obligation laid on every citizen, but is a recognition thereof.

The men composing these camps were mostly middle-aged, settled, conservative professional and business men, whose greatest desire is honor and peace for their country, and whose least desire is war.

Such noble-spirited men as George Wharton Pepper,

* Written by an Alumnus who spent last August at Plattsburg, and printed by request of several Alumni.

of Philadelphia, and Robert Bacon, of New York, former Ambassador to France, were the leading spirits, and absolutely no spirit of "Jingoism" or "Junker" ideas were to be found.

There was no thought of military commissions, or personal advantage or glory, nor was there the jaded spirit's search for a new amusement or fad.

The actuating idea is, "I am a citizen—as such, next to my duty towards my Creator, I owe no higher obligation than complete service to my country. I would render my service as effective as possible."

Haverford without question has as large a proportion of devoted, self-sacrificing citizens as any institution of learning, and there are hundreds of her graduates and students differing in no perceptible way from the men of other universities and colleges—yet hitherto no proportionate response has been given a great movement.

If this attitude is maintained, will it not be a loss to us individually and to our Alma Mater?

Haverford is naturally conservative, and this matter has not been presented there for consideration, as to others.

The historic position of the Society of Friends has naturally been a moving cause. However, many Haverfordians, while holding the Society in deserved honor, are not members of the Society, or bound by its traditions, and even all Friends have not in the past been of one mind on the subject of war.

George Fox is said to have advised William Penn "to wear his sword as long as he could." In the Revolutionary and Civil Wars many Friends served with our armies, and if need arise it is more than probable many would respond again.

If, then, there is to be service, shall willing men be

sacrificed *unnecessarily* because untrained and unequipped, and would we have no moral responsibility for their murder?

We are all of one mind in desiring peace, and must put forth every effort to attain it, and the extension of fair dealing and real arbitration with power to enforce the decision.

While the world is governed as it *is*, and that is the situation we deal with—not what it *may* be—there is no assurance or likelihood of enduring rights without the ability to defend them. At this point differences arise.

To the exceptional man, who really feels *all* war, or taking of human life under *any* circumstances, is wrong, we must allow liberty of conscience with all respect, and let him find more suitable ways of fulfilling his national obligations. There are undoubtedly such men possessed with highest ideals of duty and patriotism, and we honor such although we cannot see as they. Let each of us search his conscientious scruples, however, and *prove* them.

No echoing of others' opinions, no idealism, no distaste for extremely unpleasant duties, no inertia, nor opportunities for gain, can excuse default in a citizen's normal duty in the usual way, while others sacrifice every inclination and interest, including life, if necessary.

Let us rest well assured, all these excuses appealed equally to the man who responds as to the "slacker."

Even paying taxes and jury duty are unwelcome.

No one, pacifist or otherwise, can fail to recognize that most, if not all, of our civil and religious liberties were dearly bought by the blood and struggles of our forebears.

Have we no responsibility to maintain for our successors our inheritance?

Every leader of our country charged with its interests, from Washington to the present day, has emphatically urged the necessity of ability to defend ourselves. Without any hysteria it is evident to any, who will observe, and who possess knowledge of the subject, that our country is not able to do this today.

Thinking men, quite like ourselves, from other institutions are doing what they believe right to remedy this situation. Can we afford to do less? Will we alone have no part nor lot in this movement?

Do not confuse the broad idea of response to our universal liability to serve the Nation, with minor questions of how large, or what kind of an Army and Navy we need.

Possession of power does not necessarily involve abuse, as for example, consider what the U. S. has done for Cuba, the Philippines, China, etc., etc. Would these results have been likely without ability to enforce our demands?

Switzerland, with universal military service, has not found it necessary to enter the present war. What would be her position if as unprepared as our land?

Let Haverford send a representative contingent to Plattsburg in 1916. Full information can be had from Military Training Camps Association, Bullitt Building, Philadelphia, or from Officer in Charge, Military Training Camps, Governors Island, N. Y.

LAWRENCE J. MORRIS, '89.

LETTER TO THE QUARTERLY

I have been a pretty regular attender of the Alumni dinners for the past ten years, and expect to continue so as long as my joint appetites for food and oratory hold out; but it is becoming more and more firmly impressed on my mind that a great many stay away on account of the price.

Prestige and city taxes are included in the overhead charges. The first of these is of very doubtful value, if not indeed negative. The second is the result of a central location, which to a great many people means convenience. If better results justify greater effort, the dinner should be held at the College. It takes forty-five minutes longer to get there, and costs half a dollar more, but this extra expense is more than offset by the saving in the price of the dinner. A meal substantially the same as we get at the Bellevue could be served in the College dining-room for two dollars, including cigars, and this reduction should bring the attendance up to three hundred or three hundred and fifty.

Some lay my partiality to the fact that I live across the road from the College, and their reasoning might be sound if I did not go to the dinners at the Bellevue; but I do.

The presence of two hundred and fifty to three hundred Alumni at the College on Commencement Day attests its accessibility.

JOHN L. SCULL, '05.

*Haverford, Pa.,
March 20, 1916.*

H. C. A. A. AMENDMENTS PASSED

THE following amendments were passed by the College body last week, and are herein printed as posted on the Bulletin Board, with a list of newly-appointed committees appended:

At the close of the meeting of the Joint Alumni and Student Athletic Committee on Tuesday, October 12th, the chairman, J. W. Sharp, '88, appointed a committee of three to make certain sections of the constitution more clearly defined. The following changes were suggested (see the Athletic and Campus Number of the *Haverford College Bulletin*, pages 19ff.), and reported to the chairman, and are hereby announced as approved:

1. At bottom of p. 19 add "The President and the Secretary of the undergraduate H. C. A. A. shall also be Members of this Joint Committee."

2. (This to be substituted for Article 5, Section 1.) "There shall be three meetings of the Joint Athletic Committee, during the third weeks of October, February, and May.

"At some time previous to each of these meetings the undergraduates shall call a meeting of their own body. The Joint Committee shall have the final decision in all matters of importance which have reference to Haverford athletics."

3. After the words "Nominating Committee," Article 10, page 20, insert "including the president of the H. C. A. A."

(Signed) JOSEPH W. SHARP, '88,
Chairman Alumni Athletic Committee.

JAMES CAREY, '16,
President H. C. A. A.

SUB-COMMITTEES

Cricket:

C. C. Morris, '04 (Chairman)
H. Cope, '69
A. C. Wood, '02
R. M. Gummere, '02

Football:

H. N. Thorn, '04 (Chairman)
Dr. James A. Babbitt
A. G. Priestman, '05
H. H. Lowry, '99
J. L. Scull, '05

Soccer:

R. M. Gummere, '02 (Chairman)
Dr. James A. Babbitt
C. C. Morris, '04
Wm. R. Rossmassler, '07
E. N. Edwards, '10

Tennis:

A. C. Wood, '02 (Chairman)

Track:

A. M. Collins, '97 (Chairman)
Dr. James A. Babbitt
Wm. R. Rossmassler, '07

Gymnasium:

Dr. James A. Babbitt (Chairman)
A. M. Collins, '97
E. N. Edwards, '10

Special Sub-Committee on Baseball:

William R. Rossmassler, '07 (Chairman)
E. R. Tatnall, '07
W. W. Kurtz, '08

JOSEPH W. SHARP, JR.,
Chairman, Ex Officio.

DR. BOLLES RETIRES FROM FACULTY

AFTER a long and useful career as a jurist and authority on legal and financial matters, Albert Sidney Bolles, Ph.D., retires this month from active teaching.

He has served Haverford College for eighteen years as a lecturer on Commercial Law and Banking, and has had a more varied experience, perhaps, than the usual college instructor. He says that he has always been an "Ole Man," for on his admission to the bar he formed a partnership with his preceptor who had an extensive legal practice, and consequently never passed through the usual dull and cheerless waiting period for clients. At the age of twenty-four he was elected Judge of Probate for the probate district of Norwich, Connecticut. At this time Dr. Bolles became interested in the field of Political Economy and started his career as a writer on Finance and Banking, later becoming editor and part owner first of a daily and weekly newspaper in Norwich, Conn., and later of the *Bankers' Magazine*. While thus engaged he served for a session in the Connecticut State Legislature, the last session ever held at New Haven, as Hartford became thereafter the sole capital of the state. In 1872 appeared the first volume of his "Financial History of the United States," which attracted the attention of Joseph Wharton, who had recently founded the Department of Finance and Economy in the University of Pennsylvania. Here Dr. Bolles was solicited to become professor and gave instruction for four years and a half in Commercial Law and Banking. During this time he published his "Practical Banking," of which eleven editions have been printed.

During his connection with the University he met

Governor Beaver, through whom he was induced to accept an appointment as statistician of the industrial statistics of the state, a position which he held for eight years, under Governors Beaver and Pattison. After the close of his official career at Harrisburg he lectured on Commercial Law and Banking at the Drexel Institute for a few years, coming from there to Haverford.

With him book writing has had only the briefest intermittent period, his last undertaking, finished a year since, being an elaborate revision with Judge Kirkpatrick, of Easton, of Troubat and Haley's "Practice of Law in the Courts of Pennsylvania." In addition to a host of works on Commercial Law and Banking, Dr. Bolles has written a book on Law for the intelligent lay reader, and of this work 45,834 sets have been sold, or, as the returns are made by the publisher, 275,004 copies.

From the Haverford News, written by permission of Dr. Bolles.

REVIEWS

THE book reviews which follow show interesting achievements in many lines. In addition to these, there are various articles,—by F. B. Gum-
mere, '72, on "Shakespeare" in the *New York Evening Post*, and editorials by R. J. Davis, '99, one of the associate editors. R. C. McCrea, '97, who has resigned the Deanship of the Wharton School, U. of P., to become professor of Economics at Columbia University, has been a steady contributor to economic journals. In the *Westonian* for 3d and 4th months appear articles by President Sharpless ("Friends in Public Life") and H. J. Cadbury, '03 ("An Appreciation of Earlham College"). T. W. Richards, '85, in conjunction with C. Wadsworth, '11, and N. F. Hall, '13, has published the results of researches into the density of lead. Dr. Richards has been announced as the Harvard Phi Beta Kappa orator for next June (in *Harvard Alumni Bulletin*, February 16). A. F. Coca, '96, has published as editor-in-chief the first volume of *Immunology*, (Baltimore and London)—the official organ for the study of serology and hematology, including on its advisory board such authorities as Drs. Flexner and Welch. E. Shaffer, '15, fellow in Biology at Princeton, has recently written an article for the *Zoologischer Anzeiger*. R. A. Spaeth, '09, appears in *Science* for April 7, with a paper on "Vital Equilibrium," a study of internal and external cell-constituents. T. Harvey Haines, '96, contributes frequently to the periodical literature of his subject—Psychology.

The Librarian desires to acknowledge with thanks the receipt by the Library of valuable objects of art, left by the late Coleman L. Nicholson, '50, and the late S. P. Lippincott, '86.

Lectures by Haverfordians have continued: February 24, Christian Brinton, '92, on "Impressionism"; March 1, Dean Palmer, on "Visible Sound"; March 8, R. W. Kelsey, "The United States and Scraps of Paper," and by E. N. Edwards, '10, on "City Planning," April 11, before the Scientific Society. Lectures were delivered by Admiral C. F. Goodrich, on "Preparedness," under the auspices of the Civics Club, by Director Bliss, of the Weather Bureau, and by Ian B. S. Holborn, of England. A. M. Collins, '97, spoke on "South America" at the University Museum and at the University Club; and A. G. H. Spiers, '02, completed a successful season as program chairman of the Browning Society.

The Managing Editor of the QUARTERLY requests that all titles of books, articles, and lectures be sent to him direct from the writers or speakers.

'68

The Adolescent Period. Its Features and Management. BY LOUIS STARR, M.D., LL.D.

The preface to this little book of two hundred pages modestly says that its purpose is "to present an outline of the physical and psychical changes that are to be expected in the period of life between the end of childhood and adult age. Also to point out some of the methods of management that should be adopted to combat the dangers of these trying years, and reasonably insure the evolution of adolescence into a healthy and useful maturity."

The subject matter of the book comprises a discussion of growth, and the development of muscle power, followed by a chapter on Physical Education, which should be read and studied by all those having oversight of exercise in children's schools. Especially can we com-

mend the author's attitude in advising against running races as a form of competitive sport in schools.

Much golden advice to parents is found in the chapter on The Faults and Criminal Tendencies of Adolescents. Fathers and mothers are shown the tendencies which, if not understood, properly interpreted and guarded against, might have much of potential harm for their children.

A chapter concerned especially with hygiene for girls and an unusually clear exposition of the often vexing problem of the sexual enlightenment of growing children close the volume.

Possibly some might disagree with the author as to the causative relation of the thyroid gland to acromegalia, or the use of cabbage as a food for schoolboys, but these are essentially minor points. The book is a most valuable one and should be read not only by parents, for whom it is primarily intended, but by physicians as well. Perhaps no higher praise can be added than to say that it is a worthy successor to Dr. Starr's widely read little book, "The Hygiene of the Nursery."

H. H. JENKS, '00.

'89

Occupation Therapy. A Manual for Nurses. BY WILLIAM RUSH DUNTON, JR., B.S., M.A., M.D., *Instructor in Psychiatry, Johns Hopkins University.* Pp. 240, with 43 figures. Philadelphia: W. B. Saunders Company, 1915.

Dr. Dunton's book deals with an important topic which more and more engages the attention of physicians in such widely diverse fields as insanity and tuberculosis. In the latter instance the aim is to increase as much as possible the functional capacity of the

individual and to restore him to a useful place in the economic structure: in mental diseases, with which the book is almost solely concerned, the physician's purpose is to wean the patient from self-centered or depressing thoughts by substituting agreeable "employment and rational diversion." This manual is intended to supply the information necessary to carry out such a plan of treatment. Useful games and exercises are described as well as a long array of arts and crafts (e. g., weaving, basketry, bookbinding). In some instances the descriptions are fairly complete, but in others they are merely suggestive and the reader is referred for details to the best available books. An extensive bibliography of occupation therapy is appended to the work.

C. B. FARR, '94.

'92

Impressions of the Art at the Panama-Pacific Exposition. BY CHRISTIAN BRINTON. *John Lane.*

As Mr. Brinton is one of ourselves, an intimate, we of course turn to the intimate part of this book in a search for his creed of art, his *Confessio Amantis*, his message, and we find it, clearly set out not only in his introductory chapter on the spirit of Modern Painting, but all through the book, in a clear exposition, with pithy, trenchant sentences, from many of which a sermon on art could be preached, as from a text. Here is one: "You cannot open the window to nature and close it upon the human soul."

Nearly one hundred illustrations, chosen from thousands of possible subjects, make the book a composite picture of the exposition in its entirety.

R. T. CADBURY, '72.

A. M. 1893

We take pleasure in quoting the conclusion of *Abraham Lincoln* (An Elegy), by Leonard Charles Van Noppen, now professor of the Literature of the Netherlands at Columbia University, and Queen Wilhelmina Lecturer.

*He knew what kindest word
Would quicken hope and hearten the faint cause;
Homespun his parables from life's rich loom,
Was logical as Nature, and he made
His gentle wisdom wiser with a jest,
While humor like the laughing of the dawn
Gleamed through the cloud that troubled his far eyes.
Some called him homely who forgot to shine,
Who, stooped by a vast burden, yet became
Unto the homeless heart an open home.
And as he walked through dreary human ways
The sad, the poor, the lonely and the lost
Followed his form with long-pursuing love,
And all that saw him marveled, for they felt
That some dear Christ had sweetened all the air.*

*Then in that towering moment when he cried,
"There are no boundaries," and as he bade
Division cease and battle be no more,
When all the happy, now the nation saved,
Bugled of triumph, as he breathed his calm
"Let there be peace," and peace was over all,—
Even then he fell and left us desolate!*

*But still he lives, for like a banner of gold
His conquering name goes marching on to God;
Who though he set in darkness rose again,
Yea, like the rising universal sun
Summed in one flame the dark-divided stars,—
So on this day, above him, where he sleeps,*

*Over his grave, united, with one grief,
Lo, North and South clasp their forgetting hands!*

'99

Modern Drama and Opera—Reading Lists on the Works of Various Authors—Vol. II. 1915. The Boston Book Company.

Frank K. Walter, now Dean of the Albany State Library School, has in pages 15-31 published a revision of his bibliography on D'Annunzio, Hauptmann, Ibsen, Jones, Maeterlinck, Phillips, Pinero, Rostand, Shaw, and Sudermann.

[ED.]

1900

The American School. BY WALTER S. HINCHMAN, *English Master in Groton School.* Pub. Doubleday, Page and Company.

This book is a study of the American School with particular reference to secondary education as occupying the "pivotal place" in our school system.

It is, however, more than a definition of education, or the consideration of the separate functions of the public high school and the private school. It goes beyond the determination of a suitable curriculum, the salary of teachers, and the proper methods of instruction.

It takes into account the formative influences which, in our modern American life, contribute vitally toward the moral, mental, and physical development of the child. Mr. Hinchman projects the school into the home and challenges the parent to intelligent co-operation in the sum total of the educative process.

In the final chapters, the author does not fail to criticize the distorted ideals which prevail with regard

to athletics, and claims that even moral and religious training have a place in school discipline.

In short, the book is the work of a secondary school teacher who takes his profession seriously, and who has made a thorough study of his subject. He succeeds in setting before his reader very clearly the chief elements of the school problem as related to American life.

S. K. GIFFORD, '76.

1900 AND 1902

Contemporary Verse, the latest all-poetry magazine, but the foremost (one is tempted to say) in the sureness of its stride, contains a nature poem of Walter S. Hinchman's in the January number, and one of Charles Wharton Stork's in the March.

Mr. Hinchman's "Autumn by the Sea" is firmly done. It adds the sombreness of the failing year to the mercilessness of the sea and the result is a mood of grim beauty. The poem begins:

*"Tonight the wind drifts gently from the land,
But blows no fragrance, save of burning wood," . . .*

and closes with the sea's "cruel monody of death," of which the last:

*"And if ye bring no tribute to my will,
I come unbidden to make good my share;
And though I totter to my harvest—still
I shall be reaping when ye hither fare."*

Right-about-face is Mr. Stork's boisterous little lyric, "A Song in March," which is not too long to give here:

*"The wind is a-sweep in hollow and hill—
Halloo, halloo, for the March has come!
He sets the blood bustling to drive out the chill
That nips like a hound at our fingers numb."*

*"The bugles are shrilling, the bag-pipes are screaming,
The cloudy white banners are dipping and streaming,
For March is afield, with his army advancing,
And meadow and woodland salute him with dancing!"*

—which looks very innocent and easy to do, until one tries to set April, say, to the same music. Then one discovers the vivacity of the figure in the fourth line, the forward sweep and movement of the last stanza.

It is easy to see that each poem from these pens increases Haverford's prestige and I can only hope that these gentlemen will divide up the rest of the calendar between them and set it to poetry.

T. M. LONGSTRETH, '08.

'02

A Poem of Froding, from the American-Scandinavian Review, of New York, January, 1916. Translated from the Swedish by CHARLES WHARTON STORK.

IDEALISM AND REALISM

*I'm sick of this new-fangled schism,
This earth-and-stars dissension:
Idealism and realism,
Our brain-devised contention.*

*'Tis Art when mud is painted right
(Such is the false conclusion);
While heavenly visions, fair and bright,
Forsooth, are cloud-illusion.*

*But though the box be gold, yet snuff
Is snuff—so one supposes;—
And though the vase be cracked and rough,
Still roses will be roses.*

'02

Sea and Bay—A Poem of New England. BY CHARLES WHARTON STORK. Published by the John Lane Company, New York, 1916.

This is a narrative poem, in three parts, describing the life of a New England country boy. Part I (Bay) is the sheltered farm life, gradually impressed by art and literature; Part II (Sea) is the Wanderlust period, one of travels abroad and the storm and stress of doubt; Part III (Bay and Sea) is a reflective old age—"in calm of mind." Several lyrics are scattered throughout the narrative; we take pleasure in quoting the splendid *Sea Song*.

SEA SONG

*I have lent myself to thy will, O Sea!
To the urge of thy tidal sway;
My soul to thy lure of mystery,
My cheek to thy lashing spray.
For there's never a man whose blood runs warm
But would quaff the wine of the brimming storm.
As the prodigal lends have I lent to thee,
For a day or a year and a day.*

*And what if the tale be quickly told
And the voyage be wild and brief?
I can face thy fury with courage bold
And never a whine of grief,
Though peril-fanged is thy grisly track,
The ship goes out that never comes back,
And the sailor's whitened bones are rolled
In the surge of the whitening reef.*

*The shores recede, the great sails fill,
 The lee rail hisses under,
 As we double the cape of Lighthouse Hill
 Where sea and harbor sunder.
 Then here's to a season of glad unrest!
 With an anchor of hope on the seaman's breast,
 Till I claim once more from thy savage will
 A soul that is fraught with wonder.*

'10

The Poems of Leonidas of Tarentum, now collected—and many translated for the first time in English: BY JAMES WHITALL. (The Egoist, Oakley House, Bloomsbury St., London, W. C.).—"The Poets' Translation Series" expresses the rapidly accelerative effort to give readers English versions of the less known classical writings. To far too many readers Greek and Latin poetry means only a few great names; both perspective and a sense of reality are lost thereby. It is commendable in the editors of this series that they aim to present their translations "as simply and as clearly as may be." James Whitall, in pamphlet No. 5 of the series, has carried out well the design of the editors. His rendering of the "Poems of Leonidas of Tarentum" is both simple and clear; and at the same time it brings with it a pleasant reminiscence of the prose style traditional in translations of classical poetry in "familiar" vein. Scholars will be especially interested in the fact that Mr. Whitall has translated many of these poems for the first time in English.

The poems themselves, to be sure, are frequently "familiar" to the point of extinction, but a few of them show a pleasant turn of humor, and all of them reveal a sort of solid sense of worthy obscurity—the happy opposite of the modern "Weltschmerz." Cer-

tain local things did matter to Leonidas and he wrote of them with sincerity and brevity. Perhaps the best of the collection is the little poem to Alkimenes:

"Pay a small tribute, O traveller, to this mound of our Alkimenes. Though sharp thorns and brambles cover me now, I was once his tomb."

WALTER S. HINCHMAN, 1900.

COLLEGE NEWS FROM JANUARY TO APRIL

First, for the benefit of all Alumni, we print the spring schedules:

CRICKET

April	22	Saturday—Haverford Rovers (Varsity, 160; Rovers, 94)
*April	29	Saturday—West Phila.
May	4	Thursday
May	6	Saturday—Frankford
May	10	Wednesday—Merion
*May	13	Saturday—Philadelphia B
May	17	Open
*May	20	Merion B
May	23	All Scholastic
May	27	U. of Pa.
May	30	New York Veterans
*June	3	West Phila.
*June	10	Germantown B
June	16	Alumni (Commencement Day)
*June	17	Merion B, at the Club
*June	24	Germantown B, at Manheim
*July	1	Phila. B, at St. Martins
* Phila. Cup Games.		

TENNIS

April	22	Columbia	New York (rain)
May	3	U. of Pa.	Home (lost)
May	6	Delaware	Delaware (won)
May	10	Johns Hopkins	Baltimore
May	13	Lehigh	Home
May	17	St. Johns College	Home
May	20	Wesleyan	Home
May	23	Swarthmore	Home

TRACK

April	29	Penn Relays	Philadelphia(second)
May	3	Muhlenburg	Home (won)
May	5	New York University	Home (won)
May	13	Middle States	New York
May	20	Swarthmore	Home
May	27	I. C. A. A. A. A.	Harvard

BASEBALL

April	15	Haverford 2	U. of Pa. 0
April	19	Haverford 3	Racquet Club 2
April	22	P. M. C.	Chester (rain)
April	24	Hamilton	Home (lost)
May	3	Ursinus	Home (lost)
May	6	Founders' Club	Home (rain)
May	13	F. & M.	Home
May	20	Open	
May	27	Open	
June	10	Fourth Street Club	Home
June	13	Delaware	Delaware

Prospects are good for all the teams whose schedules are given above, and it is expected that this will be a banner year in Haverford athletics. F. W. Cary, '16, and J. Stokes, Jr., '16, were chosen for berths on the all-American soccer team at the annual January meeting of Collegiate Soccer managers. Next season's schedule includes three home games,—Princeton, Cornell, and Yale, on November 23, 30, and December 2 respectively.

Manager Price has arranged next season's football schedule, which includes four home games, Stevens, F. and M., Dickinson, and Swarthmore,—on October 7, November 4, 11 and 25.

The Mandolin and Glee Clubs, under E. L. Brown, '17, and J. E. Shipley, '16, had an excellent season of eight engagements, the most important of which being the affairs at the Merion Cricket Club, The Hotel Dennis at Atlantic City, and the Swarthmore dual concert. Dr. A. G. H. Spiers and Mr. Engel spent much time on the coaching.

Robert B. Miller, '17, was elected President of the Y. M. C. A. for the coming season, on the occasion of the annual meeting last month. President Sharpless made the address.

The Interclass Soccer Championship was won by 1916; while the Swimming Team defeated Swarthmore and lost to Johns Hopkins. The Interscholastic Meet on February 18 was very successful, and was won by Haverford school.

The perplexing question of limiting a student's outside activities has been settled on a point basis—on a plan which appeared in the *Haverford News* some two months ago.

The record of the gymnasium team this year deserves special notice. Outside of our regular dual meets, W. Faries, '16, took first place in the Middle States Meet, in club-swinging, thus making himself champion, and Bowman placed third in the rings, while later, in intercollegiates, Captain Sharpless took third place in the tumbling. The meets resulted thus:

Haverford, 34; Brown, 20

Haverford, 27; Penn, 27

Haverford, 34; Rutgers, 20

Navy, 39; Haverford, 15

The Play

This spring, again, the cast for the Cap and Bells play is being coached by Dr. Spiers. The play is "All-of-a-sudden-Peggy," while the cast includes Lukens, '16; Ellison, '16; Maxwell, '16; L. Van Dam, '17; Dewitt Clement, '17; L. Jones, '17; Curtis, '18, and K. Oliver, '19.

Moorestown, Baltimore, Wilmington, and on May 5th, Roberts Hall, is this spring's schedule.

D. C. WENDELL, '16.

HAVERFORD COLLEGE BULLETIN

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1915-1916



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Haverford College Athletics

1915-1916



Edited in the Interest of Haverford

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INTRODUCTION

Our annual athletic report is issued in rather smaller volume to aid the expense of an earlier descriptive college bulletin, but covers essential details.

The record of our year is one of high ideal in Haverford sportsmanship and keen and aggressive competition.

The football season was a creditable one with almost a victory over Swarthmore; the soccer championship would place soccer supreme in the year's achievement, with cricket, gymnasium and track closely following. The baseball team seems to have won its appeal for license to practice and will rank as a major college sport beginning next year.

Most gratifying, however, is the clear-cut and sympathetic athletic co-ordination throughout the Institution, which promises well for our athletic future.

JAMES A. BABBITT.

June 15, 1916.

Haverford College**Department of Physical Education**

ISAAC SHARPLESS, Sc.D., LL.D., L.H.D

President.

JAMES A. BABBITT, A.M., M.D.

Professor of Hygiene and Physical Education.

JOHN E. WOLF

Assistant Instructor in Physical Training.

DR. M. S. BENNETT

Coach of Football Team.

GEORGE BENNETT

Coach of Cricket Teams.

JOHN J. KEOGH

Coach of Track Team.

GEORGE YOUNG

Coach of Soccer Teams.

DOUGLAS H. ADAMS

Coach of Baseball Club.

T. K. BROWN, JR.

Custodian of Trophies.

C. VAN DAM, '17

Accompanist in Gymnasium.

J. W. SHARP, JR.

Chairman Alumni Athletic Committee.

Department Chairmen

H. NORMAN THORN, Football.

T. K. BROWN, JR., Gymnasium.

R. M. GUMMERE, Soccer.

A. M. COLLINS, Track.

C. C. MORRIS, Cricket.

Joint Committee on Athletics, 1915-1916

Alumni Members

JOSEPH W. SHARP, JR., *Chairman*

HENRY COPE	ALFRED M. COLLINS
E. N. EDWARDS	ALFRED C. MAULE
WILLIAM R. ROSSMAESSLER	RICHARD M. GUMMERE
ALEXANDER C. WOOD, JR.	C. C. MORRIS
H. NORMAN THORN	A. G. PRIESTMAN
T. K. BROWN, JR.	DR. JAMES A. BABBITT

JOHN L. SCULL, *Treasurer ex-officio*

Faculty Members

PRESIDENT ISAAC SHARPLESS	DR. JAMES A. BABBITT
DEAN FREDERICK PALMER, JR.	

Undergraduate Members

W. T. KIRK, 3d, '16	F. P. SHARPLESS, '16
J. S. ELLISON, JR., '16	W. L. MARTWICK, '16
J. G. MAXWELL, '16	W. HANNUM, '16
J. CAREY, 3d, '16	C. P. KNIGHT, '16
F. W. CARY, '16	F. C. BUFFUM, JR., '16
E. R. MOON, '16	W. M. ALLEN, '16

Athletic Cabinet

F. W. CARY, '16	J. CAREY, 3d, '16
C. M. SANGREE, '17	J. S. ELLISON, JR., '16
E. R. MOON, '16	L. VAN DAM, '17
F. P. SHARPLESS, '16	W. HOWLAND, '17
W. L. MARTWICK, '16	JOHN L. SCULL, '05

DR. R. M. GUMMERE, '02

DR. JAMES A. BABBITT, *Chairman, ex-officio*

Athletic Association

J. CAREY, 3d, '16, <i>President</i>	D. R. FITTS, <i>Secretary</i>
JOHN L. SCULL, '05, <i>Treasurer</i>	

The Athletic Cabinet

Purpose.

This group is selected from representative men in College, partly by appointment and partly by election, and is organized (a) for conference upon important college athletic affairs, (b) for taking the initiative in important college innovations, and (c) for bringing into harmonious co-operation the various college athletic organizations. It shall act as college host to visiting alumni whenever opportunity presents. It shall in no way influence college politics nor administer athletic finances, and shall act in advisory rather than executive capacity.

Membership.

Its members shall consist of twelve men, five of whom shall be the captains of the Football, Gymnasium, Soccer, Track, and Cricket teams respectively. Two members shall be elected each year by ballot of the retiring cabinet and the two remaining members named by the chairman (*ex-officio*), Dr. Babbitt. Election shall be regardless of class or other college membership.

Meetings.

Meetings shall be held upon the first Tuesday evening of each month upon the invitation of the *ex-officio* host, although these dates may be changed upon special occasions, when conflicting with other college appointments.

Special sessions may be arranged as need requires.

Officers.

Officers shall consist of a President and Secretary elected at the first meeting of the year. These two, with the Chairman *ex-officio*, shall constitute the Executive Committee.

Special Functions.

The Cabinet shall direct the various interscholastic meetings at the College when so desired; shall always be ready to assist at alumni gatherings at the College, and shall act as host at an annual gathering of "Cabinet Alumni," held during May.

Constitution of Haverford College Athletic Association

Name.

ARTICLE 1. This Association shall be known as the Haverford College Athletic Association.

Members.

ARTICLE 2. All undergraduates are eligible as Active Members, and all graduates, ex-students and members of the Faculty of Haverford College are eligible as Associate Members of this Association.

Departments.

ARTICLE 3. This Association shall consist of six departments, namely, Cricket, Football, Soccer, Gymnasium, Track and Tennis.

Department Officers.

ARTICLE 4. Section 1. The following officers for each department (with the exception of the Manager) shall be elected not later than the close of each collegiate year by the Active Members of this Association:

(a) Cricket: There shall be a Manager and two Assistant Managers in this department. The Coach, Captain and Manager shall choose teams to represent the college in this sport.

(b) Football: There shall be a Manager, two Assistant Managers, four Sub-Assistant Managers and a Cheer-leader in this department. (The office of Cheer-leader is to be open for competition; the leader shall call out and be responsible for assistants and shall suggest at least four names to the Nominating Committee from which his successor shall be elected.)

(c) Soccer: There shall be a Manager and two Assistant Managers in this department. The Coach, Captain and Manager shall choose teams to represent the college in this sport.

(d) Gymnasium: There shall be a Manager and two Assistant Managers in this department.

(e) Track: There shall be a Manager and two Assistant Managers in this department.

(f) Tennis: There shall be a Manager and two Assistant Managers in this department.

Section 2. The squad of each team shall elect the Manager of that department at the close of its season, from the Assistant Managers. The squad in each department shall be defined as follows:

(a) Cricket: Not less than twenty-two men from the first and second teams selected by the Captain, Coach and Manager.

(b) Football: Not less than twenty-two men selected by the Captain, Coach and Manager.

(c) Soccer: Not less than twenty-two men from the first and second teams selected by the Captain, Coach and Manager.

(d) Gymnasium: All men performing in any Varsity meet or Varsity exhibition during the season.

(e) Track: All men performing in any Varsity meet during the season.

(f) Tennis: All men playing in an intercollegiate match.

Captains.

Section 3. The regular members of each team, as selected by the committee in charge of awarding the "H," shall, not later than the close of each collegiate year, elect a captain for the ensuing year.

Association Officers.

Section 4. The Active Members of this Association shall, not later than the close of each collegiate year, elect the following officers of the Association:

First—A President, who shall be a Senior.

Second—A Secretary, who shall be a Sophomore.

Joint Committee on Athletics.

ARTICLE 5. There shall be a Joint Committee on Athletics which shall consist of thirteen Alumni members, appointed by the Alumni Association, two Faculty members, and the Captains and Managers of the different athletic departments of this Association.

Section 1. This Joint Committee shall have the final decision in all important athletic matters which may arise in connection with the college.

Section 2. This Joint Committee shall elect a Treasurer for the Association.

Department Expenses.

ARTICLE 6. The Manager of each department shall confer with the Treasurer of the Association on all financial questions connected with his department.

Treasurer.

ARTICLE 7. The Treasurer shall receive and be the custodian of all funds belonging to the Association, and shall disburse the same according to his best judgment. He shall publish an annual report in some undergraduate publication, fully itemized, and showing the exact expenses of each department. His accounts should be audited annually, by an expert appointed by the joint committee. He shall see that donations for special uses are so expended.

Dues.

ARTICLE 8. The annual dues of all Active Members shall be nine dollars (\$9.00). The annual dues of Associate Members shall be five dollars (\$5.00).

Section 1. Taking nine dollars (\$9.00) as a basis, the dues shall be divided among the different departments as follows: (a) Cricket, \$1.50; (b) Football, \$2.00; (c) Soccer, \$2.25; (d) Gynmasium, \$1.00; (e) Track, \$1.25; (f) Tennis, \$1.00.

Special Meetings.

ARTICLE 9. The President of this Association or the Manager of any department in this Association may call a meeting of the Association at any time.

Nominating Committee.

ARTICLE 10. There shall be a Nominating Committee composed of three Seniors, two Juniors, and one Sophomore, elected by their respective classes not later than the close of each preceding collegiate year. All the officers of this Association, except

the Treasurer, shall be nominated by this committee and all nominations shall be posted one week before they are voted on. Any additional nomination shall be posted at the signed request of twenty-five members.

Admission to Events.

ARTICLE 11. Every Associate Member of the Association, in good standing, shall receive a card admitting him to all home athletic contests, except to the Haverford-Swarthmore football game.

Amendments and By-Laws.

ARTICLE 12. The Joint Committee shall make such further Rules and Regulations as may seem necessary, from time to time, but these articles shall not be amended except by two-thirds vote of the Active Member, after a week's notice.

Regulations for Awarding Insignia

I.

All committees for awarding college insignia shall be responsible to the Athletic Association.

II.

The Varsity H for all branches of athletics shall be as described herein:

(1) On all coat sweaters and jerseys the H shall be block and shall be $2\frac{3}{4}$ inches across (not including the block), and $4\frac{1}{2}$ inches high. The block shall extend $\frac{1}{2}$ inch beyond the bar and shall be $\frac{1}{2}$ inch thick at the base, tapering to $\frac{3}{8}$ inch at the end. The bars shall be $\frac{3}{4}$ inch thick.

(2) On all V neck sweaters the H shall be straight, 4 inches wide and $5\frac{1}{2}$ inches high; the bars shall be 1 inch thick, except the Cricket H which shall be a block H.

(3) Each man receiving a Varsity H shall receive a certificate attesting the same and signed by the College President, Athletic Director and Captain of the department awarding the letter.

III. FOOTBALL.

The football sweater shall be black, coat or V neck, the coat sweater shall have a scarlet block H, and the V neck shall have a scarlet straight H.

The football jersey shall be black with striped sleeves. The stripes, which shall be two inches wide, shall be alternate scarlet and black.

Men not holders of a football H shall not wear any part of the uniform except on the football field.

The football H shall be awarded each year by the captain, manager and coach of the football department. No more than twelve H's shall be awarded in any one year, and these shall be awarded to the most deserving men.

Upon vote of the Athletic Association the manager shall be awarded an insignia in the form of a gold charm, properly engraved.

IV. CRICKET.

The cricket colors shall consist of the cricket sweater, the scarlet and black blazer and cap, and scarlet and black sash. The cricket sweater shall be white V neck with a scarlet and black band on the skirt and wrists $1\frac{1}{2}$ inches wide and shall have on the breast a scarlet block H.

The cricket colors shall be awarded each year by the coach, captain and manager of this department. They shall be awarded to the most deserving players each year and shall be limited to eleven in number.

V. TRACK.

The track uniform shall consist of a white sleeveless jersey and white running trousers, with scarlet and black $\frac{1}{2}$ inch stripes down the sides and with a scarlet and black waistband.

The track Varsity sweater shall be a scarlet sweater, coat or V neck, with the regulation H. A black block regulation H shall be worn on the jersey.

The track H shall be awarded each year by the captain, manager and a director of the Track Department at their discretion. The following men only shall be eligible for consideration:

(a) Men who have won a point or part of a point in the annual meet of the I. C. A. A. A. A.

(b) Men who have won first place and five (5) other points; or who have tied for first place with a member of an opposing team and won five (5) other points.

NOTE.—A tie for second place with a man of an opposing team in a dual meet shall count three (3) points.

(c) Members of a winning relay team in the relay carnival at Franklin Field who have also won three points in dual meets during the season.

(d) Men who have won or tied for a place in the Middle States Intercollegiate Meet, and who have won three (3) other points in any meet.

Points toward the Walton Field cup shall be counted as follows:

I. C. A. A. A. A. MEET.—For each of the five places respectively, 25, 20, 15, 10 and 5 points.

M. S. I. C. C. MEET.—For each of the four places respectively, 15, 9, 6 and 3 points.

U. OF P. RELAYS.—Each member of the relay team for the three places respectively, 5, 3 and 1 points. Three places in individual events respectively 15, 9 and 3 points.

DUAL MEETS.—Points to count as they are scored for the team.

VI. GYMNASIUM.

The insignia and H's shall be awarded at the discretion of the captain, manager and coach at the end of each year; no person shall receive an H who has not won three first places in dual meets or a place in the Intercollegiates. The regulation gymnastic costume shall be black tights, leotard and scarlet belt. Leotard to have a scarlet front, rounded at the bottom and extending as far as the shoulder, and buttoning over the shoulder. The gymnastic insignia shall be the black monogram H. G. T. worn on the scarlet front of the leotard or on the regular gymnastic sweater. The H shall be a regulation straight H; $\frac{1}{4}$

inch above the bar shall be a straight G $1\frac{1}{2}$ inches high and 1 inch wide and $\frac{1}{4}$ inch below the bar shall be a straight T $1\frac{1}{2}$ inches high and 1 inch wide. The gymnastic sweater shall be:

(1) A scarlet coat sweater with a black border $1\frac{3}{4}$ inches wide, black wristlets 4 inches deep and a black block H.

(2) A scarlet V neck sweater with a black band $1\frac{3}{4}$ inches wide on skirt and a black straight H.

VII. SOCCER.

The soccer uniform shall consist of a gray shirt, with a scarlet and black stripe, 3 inches wide, running diagonally over the right shoulder, black trousers, scarlet belt and black stockings with a 4 inch scarlet horizontal stripe. The soccer shirt may be worn by a player in any first team game and at any time by an intercollegiate player.

The soccer sweater shall be a plain white coat or V neck sweater with a scarlet varsity H. The soccer H shall be awarded each year by the coach, captain and manager of the soccer department to not more than eight men.

VIII. TENNIS.

The winner or winners of the Intercollegiate championship shall be awarded a scarlet regulation straight H.

Not more than four tennis insignia may be awarded each year at the discretion of the captain and manager to the members of the Varsity team. The tennis insignia shall consist of a regulation straight scarlet H; $\frac{1}{4}$ inch above and below the bar shall be a straight T $1\frac{1}{2}$ inches high and 1 inch wide. This insignia shall be worn on a white V neck sweater.

IX. VARSITY HAT.

There shall be a Varsity hat which may be worn by the holder of any Varsity H. This hat shall be a white flannel University Special hat (Spalding's No. 202) with scarlet and black block H with diagonal line from upper left to lower right hand corner, left section scarlet. The proposed letter to be of the following dimensions: height, $\frac{3}{4}$ inch between blocks; block $\frac{3}{8}$ inch thick, projecting $\frac{1}{8}$ inch; width inside bars $\frac{1}{2}$ inch; cross bar $\frac{3}{8}$ inch thick midway between blocks; vertical bars $\frac{1}{4}$ inch thick.

X. WEARING OF EMBLEMS.

No person shall be entitled to wear any emblems, uniforms, or parts of uniforms above mentioned, except on the field or in a meet, until that person shall have been authorized to do so by the committees having charge of same.

XI. HATS AND CAPS.

No person shall wear an H, either plain or in monogram, on any hat or cap except on the Varsity hat.

XII. CLASS NUMERALS.

Numerals may be worn only by those men who have earned them or by men who have received an H. Numerals shall not be used on the class hat unless they have been earned.

Numerals shall be awarded by the same committee that awards the corresponding H in each department, subject to the following regulations:

Football—Numerals may be awarded to not more than five (5) men in recognition of conscientious work during the season either on the Varsity or on the scrub teams. Those receiving the Varsity H shall not be awarded numerals.

Cricket—Numerals may be awarded to not more than five (5) men. These numerals to be awarded to the most deserving men on the first and second teams. Men receiving an H and cricket colors shall not receive numerals.

Track—Numerals may be awarded to any man scoring six points in dual meets during the season. Those men receiving an H shall not receive numerals.

Tennis—Numerals may be awarded to not more than two (2) members of the first and second teams for conscientious work during the season. The college champion in singles and the college champions in doubles shall also be awarded numerals. Men receiving the tennis insignia or H shall not receive numerals.

Soccer—Numerals may be awarded to not more than five (5) men. The numerals shall be awarded to the most deserving men on the first and second teams. Men receiving the soccer H shall not be awarded numerals.



Haverford College Football Team, 1915-16

Resolved, That the Manager shall be responsible for the personal property of visiting teams, and in case of negligence on his part he will be held strictly accountable for the total amount of the loss sustained.

And further, that the Manager shall appoint an Acting Manager for all second and third team games and said Acting Manager shall be held responsible in the same way as the Manager.

Football Season, 1915-1916

Manager

JOHN G. LOVE, JR., '16

Assistant Manager

E. T. PRICE, '17

C. F. BROWN, '17

Captain

Coach

E. R. MOON, '16

DR. M. S. BENNETT

Cheer Leader

J. S. ELLISON, JR., '16

Assistant Cheer Leaders

C. VAN DAM, '17

E. BROWN, '17

T. B. WHITSON, '17

R. SNADER, '17

Haverford College Football Team

CAREY, J., '16.....	Quarterback
MOON, '16 (<i>Captain</i>).....	Left Tackle
BUFFUM, '16.....	Right Guard
KNOWLTON, '16.....	Right Tackle
SHIPLEY, '16.....	Left End
JOHNSON	Left Guard
HOWLAND, '17.....	Center
CHANDLER	Right End
VAN DAM, L. '17.....	Halfback
RAMSEY, '17 (<i>Captain-elect</i>).....	Fullback
CROSMAN, J. M. '18.....	Halfback
SANGREE	Left End

Football Schedule, 1915-1916

- Oct. 2. Maryland Agricultural College, at home.
 Oct. 9. Delaware College, at home.
 Oct. 16. Stevens Institute, at Hoboken.
 Oct. 23. New York University, at home.
 Oct. 30. Dickinson College, at home.
 Nov. 6. Franklin and Marshall College, at Lancaster.
 Nov. 13. Johns Hopkins, at home.
 Nov. 20. Swarthmore College, at Swarthmore.

Wearers of the Football H

MOON, (Capt.), '16	HOWLAND, '17
CAREY, J., 3d, '16	CHANDLER, '17
BUFFUM, '16	RAMSEY, '17
JOHNSON, '16	SANGREE, '17
KNOWLTON, '16	VAN DAM, L., '17
SHIPLEY, J., '16	CROSMAN, M., '18

Numerals

1916—LUKENS, KIRK, GARRIGUES
 1918—CURTIS
 1919—MORGAN

Results of Football Games

Haverford, 7; Maryland Aggies, 0

Haverford	Maryland Aggies
Shipley	l. e..... Montgomery
Moon (Capt.).....	l. t..... Oberlin
Johnson	l. g..... Tarbutton
Howland	c..... Aitcheson
Buffum	r. g..... Williams
Knowlton	r. t..... Murrell
Chandler	r. e..... Axt
Carey	q. b..... Smith
Crosman	l. h. b..... Speer
Van Dam	r. h. b..... Coggins
Ramsey	f. b..... Hindman Capt.)

Touchdown—Ramsey. Goal from touchdown—Carey. Substitutes for Haverford—Curtis for Shipley, Sangree for Carey, Kirk for Van Dam, Carey for Sangree, Van Dam for Kirk; for Maryland Agricultural College—Knode for Smith, Posey for Coggins, Kispagh for Williams, Rich for Axt. Referee—Hoskins, Lafayette. Umpire—Washburn, Brown. Head Linesman—Greer, Georgetown. Time of periods—10 minutes.

Haverford, 37; Delaware, 14

Haverford		Delaware
Sangree	.....l e.....	Loomis
Moon (capt.)	.....l t.....	Weldin
Johnson	.....l g.....	Newton
Howland	.....c.....	Crothers
Buffum	.....r g.....	T. Wilson
Knowlton	.....r t.....	E. Wilson
Chandler	.....r e.....	Smart
Carey	.....q b.....	Fidance
Crosman	.....l h b.....	Lowe
Van Dam	.....r h b.....	Bratton
Ramsey	.....f b.....	(Capt.) Handy

Touchdowns—Carey, Ramsey, Van Dam, Lukens, Crosman, Handy (2). Goal from touchdowns—Carey (3), Sangree, E. Wilson, Taylor. Goal from the field—Carey. Substitutes—for Haverford: Morgan for Ramsey, Kirk for Van Dam, Sangree for Carey, Corson for Sangree, Garrigues for Johnson, Lukens for Crosman, Ramsey for Morgan, Sharp for Corson, Carey for Sangree, Sangree for Sharp, Van Dam for Kirk, Crosman for Lukens, Hayman for Garrigues, Spaeth for Knowlton; for Delaware: Taylor for Bratton, Meyers for Loomis, Marston for Meyers, Wallace for Lowe, O'Danniell for Fidance. Referee—Washburn, Brown. Umpire—Davidson, University of Pennsylvania. Head Linesman—Palmer, Amherst. Time of periods—12 minutes.

Haverford, 6; Stevens, 7

Haverford		Stevens
Sangree.....	l. e.	Hopkins
Moon (Capt.).....	l. t.	Gennert
Johnson.....	l. g.	Oldiss
Howland.....	c.	Middleton
Buffum.....	r. g.	Moeller
Knowlton.....	r. t.	Fincke
Chandler.....	r. e.	Honkis
Carey.....	q. b.	Todd (Capt.)
M. Crosman.....	l. h. b.	Marshall
L. Van Dam.....	r. h. b.	Du Ghue
Ramsey.....	f. b.	Webb

Score by periods:

Haverford	0 6 0 0—6
Stevens	0 7 0 0—7

Touchdowns—Webb, Ramsey. Goals from touchdowns—Todd. Substitutes—For Haverford: Spaeth for Johnson, Kirk for Van Dam, Johnson for Spaeth. For Stevens: Branen for Marshall, Peterson for Branen. Referee—Lieutenant Beavers, West Point. Umpire—E. A. Green, Syracuse. Head Linesman—Carver. Time of periods—13 minutes each.

Haverford, 21; New York University, 6

Haverford		New York University
Sangree.....	l. e.	Waldman
Moon (Capt.).....	l. t.	Williams
Johnson.....	l. g.	Zimmele
Howland.....	c.	Sokolower
Buffum.....	r. g.	House
Knowlton.....	r. t.	(Capt.) Somers
Chandler.....	r. e.	Egan
Carey.....	q. b.	Manly
Crosman.....	l. h. b.	Cann
Van Dam.....	r. h. b.	Erwig
Ramsey	f. b.	Bernstein

Touchdowns—Moon, Sangree. Goal from touchdown—Carey. Goals from the Field—Carey (2), Cann (2). Safety—Cann. Substitutes: For Haverford—Curtis for Chandler, Sharp for Knowlton, Garrigues for Johnson, Lukens for Van Dam; for New York University—McCullough for Egan, Egan for Erwig, Erwig for McCullough, Negor for Erwig. Referee—Beavers, West Point. Umpire—Davidson, University of Pennsylvania. Head Linesman—Palmer, Colby. Time of Periods—12 minutes.

Haverford, 42; Dickinson, 6

Haverford		Dickinson
Sangree.....	l. e.	Brown
Moon (Capt.).....	l. t.	McCabe
Johnson.....	l. g.	Taylor
Howland.....	c.	Meyers
Buffum.....	r. g.	P. Masland
Knowlton.....	r. t.	Lamborn
Curtis.....	r. e.	Willis
Carey.....	q. b.	F. Masland
Crosman.....	l. h. b.	Evans
Van Dam.....	r. h. b.	Hamby
Morgan.....	f. b.	Palm

Referee—Coryell, University of Pennsylvania. Umpire—Washburn, Brown. Head Linesman—Ziegler, University of Pennsylvania. Time of Periods—12 minutes each. Touchdowns—Haverford: Van Dam, 4; Curtis, 2; Dickinson: Hirtzler, 1. Goals from Touchdowns—Carey, Haverford, 6. Substitutes—Dickinson: Hirtzler for Willis, Russell for Evans, Johnston for Hirtzler, Bolger for P. Masland, Masland for Russell; Haverford: Hayman for Buffum, Martwick for Van Dam, Sharp for Knowlton, Garrigues for Johnson.

Score by periods:

	1	2	3	4	Total
Haverford	14	14	7	7	42
Dickinson	0	6	0	0	6

Haverford, 0; F. and M., 13

Haverford		F. and M.
Sangree.....	l. e.	Brenner
Moon (Capt.).....	l. t.	Wertsch
Johnson.....	l. g.	Roller
Howland.....	c.	Witherspoon
Buffum.....	r. g.	Feidt
Knowlton.....	r. t.	Smith
Curtis.....	r. e.	Berger
Carey.....	q. b.	(Capt.) Mylin
Crosman.....	l. h. b.	Kessler
Van Dam.....	r. h. b.	Williams
Morgan.....	f. b.	Herman

Touchdown—Herman. Substitutes—For Haverford: Martwick for Van Dam, Van Dam for Martwick, Lukens for Carey; for Franklin and Marshall: Musser for Roller, Moyer for Brenner, Lobach for Feidt. Referee—Howell, Princeton. Umpire—Charles, Princeton. Head Linesman—Hoskins, Lafayette. Time of Periods—13 minutes.

Johns Hopkins, 10; Haverford 14

Johns Hopkins		Haverford
Finney.....	l. e.	Sangree
Wilkinson.....	l. t.	(Capt.) Moon
Woodward.....	l. g.	Johnson
Ormond.....	c.	Howland
Schmidt.....	r. g.	Buffum
Liebensperger.....	r. t.	J. Shipley
Fulton.....	r. e.	Chandler
Bowers.....	q. b.	Lukens
Hoffman.....	l. h. b.	Crosman
Branham.....	r. h. b.	Van Dam
Brooks.....	f. b.	Martwick

Referee—Hoskins, Lafayette. Umpire—Davidson, Pennsylvania. Head Linesman—Howell, Princeton. Time of Quarters—13 minutes. Touchdowns—Van Dam (2), Brooks. Goals

from touchdown—Sangree (2), Wilkinson. Goal from the field—Wilkinson. Substitutes—For Haverford: Morgan for Martwick, Sharp for J. Shipley, Garrigues for Johnson; for Johns Hopkins: Primrose for Ormond, Darley for Bowers, Gorman for Finney, Sachs for Branham, Sonneborn for Frank, Cort for Bowers, Ormond for Primrose, Bowers for Darley, Finney for Gorman.

Swarthmore, 7; Haverford, 2

Swarthmore		Haverford
Smith.....	l. e.	J. Shipley
McGovern.....	l. t.	(Capt.) Moon
Ridpath.....	l. g.	Johnson
Donnelly.....	c.	Howland
Curtin.....	r. g.	Buffum
Endicott.....	r. t.	Knowlton
Stevens.....	r. e.	Chandler
Murch.....	q. b.	Carey
Baker.....	l. h. b.	Crosman
Gillespie.....	r. h. b.	Van Dam
A. Bush.....	f. b.	Ramsey

Touchdown—A. Bush. Goal from touchdown—Murch. Safety—Gillespie. Swarthmore substitutes—Johnson for Gillespie. Haverford substitutes—Sangree for J. Shipley. Referee—W. S. Langford, Trinity. Umpire—F. R. Gillender, Pennsylvania. Field Judge—W. R. Okeson, Lehigh. Head Linesman—F. W. Murphy, Yale. Time of periods—15 minutes.

Score by quarters:

	1st.	2d.	3d.	4th.	Total.
Swarthmore	7	0	0	0	7
Haverford	2	0	0	0	2

Football Schedule, 1916-1917

- Oct. 7. Stevens, at home.
 Oct. 14. New York University, away.
 Oct. 21. Delaware College, away.
 Oct. 28. Maryland "Aggies," away.
 Nov. 4. Franklin and Marshall, at home.
 Nov. 11. Dickinson, at home.
 Nov. 18. Johns Hopkins University, away.
 Nov. 25. Swarthmore, at home.

Association (Soccer) Football, 1915-1916

Manager

J. G. MAXWELL, '16

Assistant Managers

J. W. GREENE, 3d, '17

E. R. SNADER, '17

Captain

F. CARY

Coach

GEORGE YOUNG

Haverford College Soccer Team Eleven Soccer Letters Given

CARY, '16

H. BUZBY, '17

SHIPLEY, '16

WELLER, '17

STEER, '16

HALLETT, '18

STOKES, '16

G. BUZBY, '18

GARDINER, '17

W. P. SHIPLEY, '19

W. CROSMAN, '17

Soccer Numerals

GREENE, '17

THOMAS, '19

WESTON, '17

THORPE, '19

M. CROSMAN, '18



Haverford College Soccer Team, 1915-16

Season 1915-16

Varsity Intercollegiate Soccer Schedule

- November 17—Cornell, at Ithaca.
 November 23—Princeton, at Princeton.
 December 1—Columbia, at Haverford.
 December 6—Harvard, at Haverford.
 December 11—Yale, at New Haven.
 December 18—Pennsylvania, at Haverford.

Final Intercollegiate Standing

	Games	Won	Lost	Tied	Points
Haverford	6	4	0	2	10
Pennsylvania	6	4	1	1	9
Yale	6	3	2	1	7
Princeton	6	3	2	1	7
Columbia	6	3	3	0	6
Cornell	6	1	4	1	3
Harvard	6	0	6	0	0

Results of Soccer Games

Cornell, 1; Haverford, 1

Cornell		Haverford
Roth.....	g.	Greene
Thomas.....	r. f. b.	Gardiner
Landrus.....	l. f. b.	Shipley
Spiegelburg.....	r. h. b.	Hallett
Wurtztingle.....	c. h. b.	Steere
Garguilo.....	l. h. b.	H. Buzby
Laughlin.....	o. r.	Stokes
Dyer.....	i. r.	Weller
Swerdlove.....	c.	Crosman
Hubbell.....	i. l.	(Capt.) Cary
Lasser.....	o. l.	G. Buzby

Substitutes—For Haverford, Thomas for Hallett; for Cornell, Macedo for Wurtztingel, Williams for Garguilo. Referee—Bailey, Auburn. Time of halves—45 minutes. Goals—For Haverford, Cary; for Cornell, Swerdlove.

Haverford, 4; Princeton, 1

Haverford		Princeton
Greene.....	g.	Jackson
Gardiner.....	r. f. b.	Cator
Shipley.....	l. f. b.	Moore
Hallett.....	r. h. b.	Twyeffort
Steere.....	c. h. b.	Gates
H. Buzby.....	l. h. b.	Winchell
Stokes.....	o. r.	Humphreys
Weller.....	i. r.	Fowler
Crosman.....	c.	Sherrerd
Cary (Capt.).....	i. l.	D. M. Weller
G. Buzby.....	o. l.	Cameron

Referee—Williams, Trenton. Goals—Haverford: Cary (2), Weller (2); Princeton: Miller. Substitutes—Swatland for Twyeffort, Miller for Sherrerd. Time of halves—45 minutes.

Soccer Games

Columbia, 0; Haverford, 3

Columbia		Haverford
Buermyer.....	g.	J. Shipley
Romeo.....	r. f. b.	Gardiner
Stone.....	l. f. b.	W. P. Shipley
Schwarz.....	r. h. b.	Hallett
Nevitt.....	c. h. b.	Steere
Williams.....	l. h. b.	Buzby
Fernandez.....	o. r.	Stokes
Lung.....	i. r.	Weller
H. H. Shanholt.....	c.	Crosman
H. Shanholt.....	i. l.	(Capt.) Cary
Magerian.....	o. l.	Buzby

Referee—James Kerr, Thistles. Linesmen—Pancoast and Riseley. Goals—For Haverford: Cary (2), Crosman. Time of halves—45 minutes.

Harvard, 1; Haverford, 2

Harvard		Haverford
Emmons.....	g.	J. Shipley
Daly.....	r. f. b.	Gardiner
Freedman.....	l. f. b.	W. Shipley
Hartwell.....	l. h. b.	J. Buzby
Moffat.....	c. h. b.	Steere
Bean.....	r. h. b.	Hallett
Kellett.....	o. r.	Stokes
Wood.....	i. r. (Thorpe)	J. M. Crosman
Cooke.....	c.	W. R. Crosman
Rice.....	i. l.	(Capt.) Cary
Weld.....	o. l.	G. Buzby

Referee—Allen. Time of halves—45 minutes. Goals—For Haverford: Cary, Crosman (penalty); for Harvard: Cooke. Linesmen—M. Shipley and Robinson. Substitutes—Thorpe for J. Crosman, Robinson for Hartwell.

Yale, 1; Haverford, 2

Yale		Haverford
Reynolds.....	g.	J. Shipley
Wood.....	r. f. b.	Gardiner
Crawford.....	l. f. b.	W. Shipley
Booth.....	r. h. b.	Hallett
Haskell.....	c. h. b.	Steere
M. Lee.....	l. h. b.	J. H. Buzby
Tucker (Capt.).....	o. r.	Stokes
Y. Lee.....	i. r.	Weller
Elwood.....	c.	Crosman
Gay.....	i. l.	(Capt.) Cary
Robbins.....	o. l.	G. Buzby

Referee—Fearn, Shelton. Linesmen—M. Shipley and Franklin. Halves—45 minutes. Substitutes—Yale: McCance for M. Lee, Souther for Robbins. Goals—Crosman (2), Elwood.

Pennsylvania, 1; Haverford, 1

Pennsylvania	Haverford
Hardwick..... g.	J. Shipley
Edwards..... r. f. b.	Gardiner
Thayer..... l. f. b.	W. Shipley
Mohr (Capt.-elect)..... l. h. b.	J. G. H. Buzby
Hirst (Capt.)..... c. h. b.	Steere
W. Buzby (Grant)..... r. h. b.	Hallett
Houston..... o. l.	G. Buzby
Wessman..... i. l.	(Capt.) Cary
Baron..... c.	W. Crosman
Murphy..... i. r.	Weller
Montenegro..... o. r.	Stokes

Referee—W. E. Hinds, Philadelphia Referee's Association.
 Goals—Haverford: Weller; Pennsylvania: Baron. Substitutes:
 —Haverford: M. Crosman for Weller; Pennsylvania: Grant for
 W. Buzby. Time of halves—45 minutes. Linesmen—Grant and
 M. Crosman.

All-American Soccer

JACKSON (Princeton)	Goal
THOMAS (Cornell)	Right Fullback
MOORE (Princeton)	Left Fullback
HOSKINS (Princeton)	Right Halfback
HIRST (Pennsylvania)	Center Halfback
MOHR (Pennsylvania)	Left Halfback
STOKES (Haverford)	Outside Right
GATES (Princeton)	Inside Right
BARRON (Pennsylvania)	Center Forward
CARY (Haverford)	Inside Left
WELD (Harvard)	Outside Left

Seniors Capture Annual Interclass Soccer Series

THREE LOWER CLASSES TIE FOR SECOND PLACE

Final Standing

	Games	Won	Lost	Tied	Points
Seniors	3	3	..	..	6
Sophomores	3	1	2	..	2
Juniors	3	1	2	..	2
Freshmen	3	1	2	..	2

1916

Haverford's schedule for next year is as follows:

November 18—Columbia, at Columbia.

November 23—Princeton, at Haverford.

November 30 (morning)—Cornell, at Haverford.

December 2—Yale, at Haverford.

December 9—Pennsylvania, at Pennsylvania.

December 16—Harvard, at Harvard.



Gymnasium Team, 1915-1916

Manager

C. P. KNIGHT, JR., '16

Assistant Managers

E. M. WESTON

A. E. SPELLISSY

Captain

F. P. SHARPLESS, '16

Coach

JOHN E. WOLF

Haverford College Gymnastic Team, 1915-16

F. P. SHARPLESS, '16, *Captain*

E. M. BOWMAN, '15

H. E. MCKINSTRY, '17 (*Capt.-elect*)

W. R. FARIES, '16

L. VAN DAM, '17

A. G. GARRIGUES, '16

H. H. ARNOLD, '18

F. P. SHARPLESS, '16

C. VAN DAM

J. M. CROSMAN, '18

LIMEBURNER

Schedule

The schedule:

February 12—Brown University, at home.

February 25—University of Pennsylvania, at home. (Subject to change.)

March 3—Rutgers, at home.

March 11—Naval Academy, at Annapolis.

March 31—Intercollegiates, at Pennsylvania.

Letter Men

H

SHARPLESS, '16, *Captain*

M. CROSMAN, '18

HGT

BOWMAN, '15

GARRIGUES, '16

MCKINSTRY, '17

FARIES, '16

ARNOLD, '18

Haverford Season Totals

Meet.	H.	Opp.
Brown University	34	20
Pennsylvania	27	27
Rutgers	34	20
Navy	15	39
Total	110	106



HAVERFORD COLLEGE GYM TEAM, 1915-16

Dual Gymnasium Contests

Brown, 20; Haverford, 34

The summary with judges' points is as follows (60 being a perfect score):

HORIZONTAL BAR—First, Mattison, Brown, 51.2; second, Crosman, Haverford, 45.8; third, Darlington, Haverford, 39.0.

SIDE HORSE—Jones, Brown, 50.3; second, Garrigues, Haverford, 43.9; third, Paige, Brown, 43.5.

CLUBS—First, Faries, Haverford, 26.3 (out of possible 30); second, Arnold, Haverford, 26.1; third, Finch, Brown, 25.1.

PARALLELS—First, Crosman, Haverford, 49.9; second, Mattison, Brown, 46.6; third, Jones, Brown, 40.8.

RINGS—First, Bowman, Haverford, 49.6; second, Mattison, Brown, 48.8; third, Sharpless, Haverford, 45.8.

TUMBLING—First, Sharpless, Haverford, 53.1; second, Garrigues, Haverford, 45.4; third, Paige, Brown, 42.4.

SCORE—Haverford, 34; Brown, 20.

JUDGES—W. B. Noble, H. L. Chadwick, Philip G. Lewis.

Rutgers, 20; Haverford, 34

The summary of the judges' points is as follows (marked on the basis of 40):

HORIZONTAL BAR—First, Crosman, Haverford, 33.9; second, Haas, Rutgers, 30; third, Limeburner, Haverford, 26.6.

SIDE HORSE—First, Seidler, Rutgers, 31.8; second, Wirth, Rutgers, 29.5; third, Garrigues, Haverford, 28.7.

CLUB SWINGING—First, Faries, Haverford, 17.5 (out of possible 20; second, Arnold, Haverford, 16.8; third, Summerill, Rutgers, 16.

PARALLEL BARS—First, Crosman, Haverford, 35.5; second, McKinstry, Haverford, 32.5; third, Seidler, Rutgers, 28.9.

RINGS—First, Bowman, Haverford, 35.5; second, Trimmell, Rutgers, 32.3; third, Sharpless, Haverford, 30.8.

TUMBLING—First, Sharpless, Haverford, 34.2; second, Bleecker, Rutgers, 31.2; third, Minton, Rutgers, 28.9.

Pennsylvania, 27; Haverford, 27

Summary of events:

HORIZONTAL BAR—First, Sturridge, Pennsylvania, 34.7; second, Crosman, Haverford, 32.0; third, Thorpe, Haverford, 29.5.

CLUB SWINGING—First, Keffer, Pennsylvania, 18.0; second, Arnold, Haverford, 17.5; third, Faries, Haverford, 17.2.

SIDE HORSE—First, Haggert, Pennsylvania, 33.1; second, Garrigues, Haverford, 25.7; third, Keffer, Pennsylvania, 23.2.

PARALLEL BARS—First, McKinstry, Haverford, 32.0; second, Crosman, Haverford, 31.3; third, Sturridge, Pennsylvania, 30.8.

RINGS—First, Rex, Pennsylvania, 35.0; second, Bowman, Haverford, 33.5; third, Sharpless, Haverford, 31.8.

TUMBLING—First, Barker, Pennsylvania, 35.4; second, Sharpless, Haverford, 34.7; third, Garrigues, Haverford, 31.9.

JUDGES—Dr. H. L. Chadwick and Dr. W. B. Noble.

Seniors Win Interclass Meet

Summary:

HORIZONTAL BAR—First, Crosman, '18; second, Thorpe, '19; third, Limeburner, '19; fourth, Fitts, '18; fifth, Hynson, '18.

SIDE HORSE—First, Stokes, '16; second, Garrigues, '16; third, Weston, '17; fourth, Tatum, '18; fifth, Crosman, '18.

CLUBS—First, Faries, '16; second, Arnold, '18; third, Schrope, '19; fourth, McConnell, '19; fifth, Sharpless, '16.

PARALLEL BARS—First, McKinstry, '17; second, Crosman, '18; third, C. Van Dam, '17; fourth, L. Van Dam, '17; fifth, Sharpless, '16.

RINGS—First, Crosman, '18; second, Sharpless, '16; third, Garrigues, '16; fourth, Fitts, '18; fifth, Little, '17.

TUMBLING—First, Sharpless, '16; second, Garrigues, '16; third, Thorpe, '19; fourth, Crosman; fifth, L. Van Dam.

Individual Scores

J. M. Crosman, '18	30	Points
Sharpless, '16	19	"
Bowman, '15	16	"
Garrigues, '16	13	"
Faries, '16	12	"
Arnold, '18	9	"
McKinstry, '17	8	"
Darlington, '17	1	"
Limeburner, '19	1	"
Thorpe, '19	1	"
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Total	110	"



Qualification Grades to Substitute Required Physical Training

The following standards have been adopted for qualification tests in the immediate future, subject to minor changes as may be necessary:

(Ten points and five points for full and partial performance.) (10)—(5)

	(SOPHOMORE)	(FRESHMAN)
FENCE VAULT (Regulation Rules)	5 ft. 6—(10) 5 ft. 3—(5)	5 ft. 3—(10) 5 ft. —(5)
RUNNING HIGH JUMP (Regulation Rules)	4 ft. 8—(10) 4 ft. 5—(5)	4 ft. 6—(10) 4 ft. 3—(5)
ROPE CLIMBING AND CHINNING	Sitting position, hand clinch only Full dist., (10): $\frac{3}{4}$ dist., (5)	Chinning bar (12) Chinning bar (8)
HORSE	Single leg cut, all around, Double leg cut, all around, either side Feint and vault (10)—(5) on estimate	Single leg cut, right, all around Single leg left, all around Feint and vault (10)—(5) on estimate
PARALLEL BARS	Upper arm kip and swinging dip 15 times Each (5)—(5)	Straddle kip-up and 10 still dips (5)—(5)
SWINGING RINGS	Jump up, forward roll Short swing and back cut-off (10)—(5)—estimate	3 pump swings Single leg, cut each side swinging (10)—(5) estimate
CIRCLING BAR	5 circles 2 circles (10)—(5)	3 circles 1 circle (10)—(5)
TUMBLING	Snap-up, head spring or hand spring Steady form and movement (10)—(5)—estimate	Dive roll, turn and back roll up (4 ft. dist., 2 ft. height) (10)—(5) estimate
INDIAN CLUBS	8 movements— 5 movements Distinct movements Performed well, no op- posite repetitions (10)—(5)	5 movements— 3 movements (Same rule) (10)—(5)
SWIMMING	Twice around pool Three length pool Uniform stroke, no dog paddle (10)—(5)	Once around pool One length pool Uniform stroke, no dog paddle (10)—(5)

Interscholastic Meet

Schools Participating and Points

Haverford School	37
Newark Academy	26
Friends' Central School	8
Gilman Country School	6
Lawrenceville	4
Episcopal Academy	4
Kingsley School	3
Mercersburg	3
St. Luke's School	3

Summary of events:

HORIZONTAL BARS—First, E. Brown, Haverford School; second, Mathews, Newark Academy; third, L. Baily, Haverford School.

PARALLEL BARS—First, McGuire, Newark Academy; second, E. Brown, Haverford School; third, Roberts, Haverford School.

RUNNING HIGH JUMP—First, Brock, Newark Academy; second, Sweet, Lawrenceville; third, Stark, Mercersburg. Height, 5 ft. 7½ in.

CLUB SWINGING—First, Townley, Newark Academy, second, Poole, Episcopal Academy; third, Gilmore, Haverford School.

SIDE HORSE—First, Jones, Friends' Select; second, Mathews, Newark Academy; third, Thompson, Gilman Country School.

FLYING RINGS—First, E. Brown, Haverford School; second, C. Marsh, Kingsley School; third, J. Kendall, Jr., Haverford School.

ROPE CLIMB—First, E. Webb, Haverford School; second, Roberts, Haverford School; third, L. Baily, Haverford School.

TUMBLING—First, Hutchinson, Newark Academy; second, Ewing, Haverford School; third, Barry, Mercersburg.

200-YARD DASH—First, Huhn, Haverford School; second, Campbell, Friends' Central; third, Windsor, Mercersburg.

JUNIOR RELAY—Won by Gilman Country School (Locke, Poe, Gray, Stinson); second, Haverford School (Jones, Sellers, Schenck, Parke); third, Episcopal Academy (Wiener, Harper, H. Esig, Starr).

20-YARD DASH—First, Campbell, Friends' Central School; second, Brooks, St. Luke's School; third, Wright, Lawrenceville.

Cricket Department

Manager

W. T. KIRK, 3D, '16

Assistant Managers

D. C. CLEMENT, '17

W. HOWLAND, '17

Captain

J. S. ELLISON, JR., '16

Coach

GEORGE BENNETT

First Team

J. CAREY, '16

J. M. CROSMAN, '18

J. E. SHIPLEY, '16

W. M. R. CROSMAN, '17

J. E. ELLISON, JR., '16 (Capt.)

D. C. WENDELL, '16

J. STOKES, '16

A. D. OLIVER, '19

W. T. KIRK, 3D, '16

W. NEVIN, '18

H. A. JOHNSON, '16

Schedule

April 29—West Philadelphia, at home.

May 6—Frankford, at home.

May 10—Merion C. C., at home.

May 13—Philadelphia C. C., Team B, at home.

May 20—Merion C. C., Team B, at home.

May 23—All Scholastics, at home.

May 27—University of Pennsylvania, at home.

May 30—New York Veterans, at home.

June 3—West Philadelphia, at home.

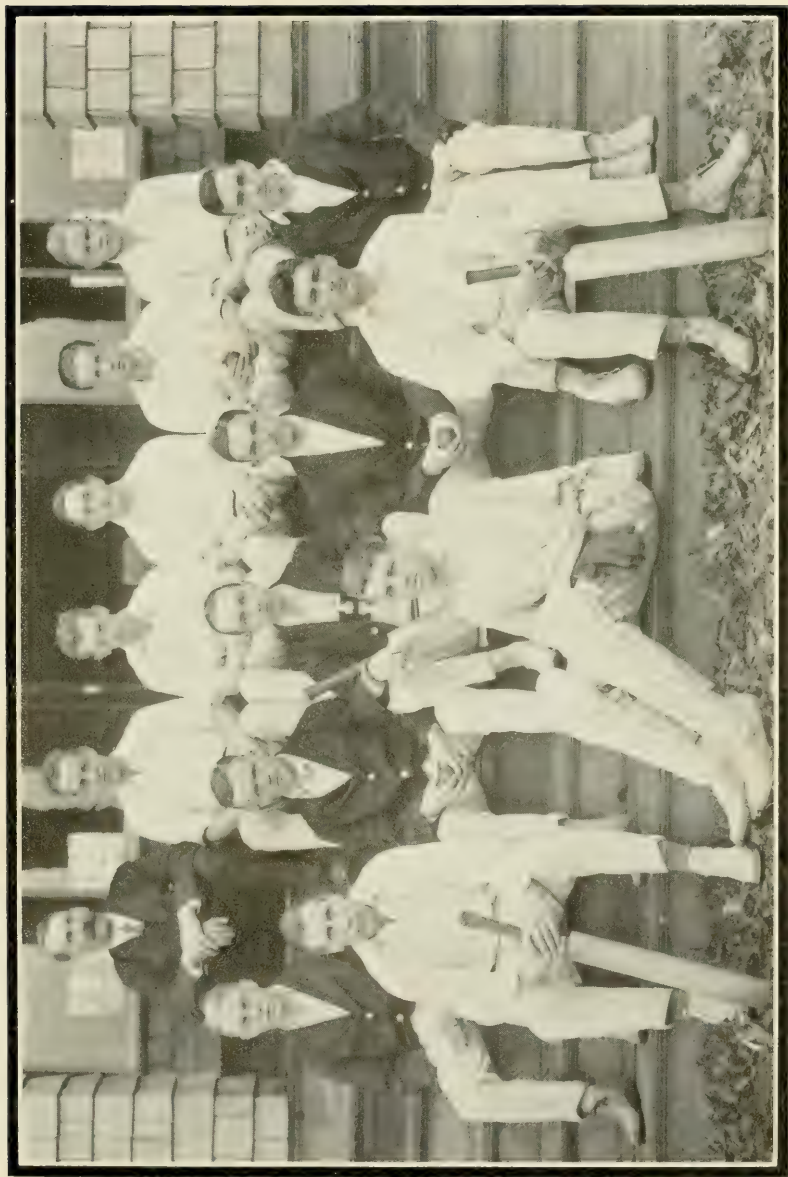
June 10—Germantown C. C., Team B, at home.

June 16—Alumni, Commencement Day.

June 17—Merion C. C., Team B, at Merion.

June 24—Germantown C. C., Team B, at Manheim.

July 1—Philadelphia C. C., Team B, at St. Martins.



Haverford College Cricket Team, 1915-16

Haverford College First XI Averages in Philadelphia Cup Season of 1915

	Inns.	N. O.	R.	Aver.
J. Carey, 3d	3	0	106	35.3
J. S. Stokes, Jr.	2	1	21	21
D. C. Wendell	9	1	155	19.4
W. C. Brinton	9	0	161	17.9
E. N. Crosman, Jr.	7	0	110	15.7
J. S. Ellison, Jr.	9	0	137	15.2
W. M. R. Crosman	5	0	68	13.6
J. M. Crosman	7	0	75	10.7
J. E. Shipley	9	3	64	10.66
H. A. Johnson	7	2	48	9.6
W. T. Kirk	6	0	45	7.5
G. C. Carey	2	1	5	5
E. A. G. Porter	1	0	5	5
A. Garrigues	3	2	1	1
N. B. Coleman	1	0	0	0

Averages for Cricket Week

	Inns.	N. O.	R.	Aver.
W. M. R. Crosman	6	1	183	36.6
J. S. Ellison, Jr.	6	0	126	21
J. Carey, 3d	6	0	116	19.3
J. M. Crosman	6	0	111	18.5
W. C. Brinton	6	1	87	17.4
J. E. Shipley	6	3	43	14.3
D. C. Wendell	6	1	55	11
H. A. Johnson	4	1	26	8.66
G. C. Carey	2	0	12	6
W. T. Kirk, 3d	3	1	12	6
N. B. Coleman	3	0	14	4.66
E. N. Crosman, Jr.	6	0	22	3.66

Haverford College First XI Bowling Averages for 1915

	Inns.	B. B.	M.	W.	R.	Aver.
W. C. Brinton	21	1691	21	78	894	11.5
J. Stokes, Jr.	10	528	12	23	284	12.34
J. M. Crosman	16	484	4	21	324	14.4
J. Carey, 3d	12	912	29	24	407	16.95
J. S. Ellison, Jr.	3	36	0	4	24	6
D. C. Wendell	6	..	0	6	120	20
N. B. Coleman	1	19	1	1	3	3
H. A. Johnson	1	20	0	0	22	.....

Haverford College First XI Averages for Whole Season of 1915

	Inns.	N. O.	R.	Aver.	High Score
W. M. R. Crosman	11	1	288	28.8	100†
W. C. Brinton	22	2	379	18.95	43*
J. M. Crosman	20	1	355	18.7	105†
J. Carey, 3d	16	0	284	17.75	104
D. C. Wendell	21	2	299	15.74	43*
E. N. Crosman, Jr.	20	0	296	14.8	58
J. S. Ellison, Jr.	20	1	278	14.6	59
J. E. Shipley	22	7	168	11.2	23†
F. P. Sharpless	2	1	8	8	8
H. A. Johnson	16	3	99	7.6	29
W. T. Kirk, 3d	15	1	87	6.2	27
J. Stokes, Jr.	9	2	40	5.7	18*
N. B. Coleman	19	2	28	4	13
G. C. Carey	6	1	14	2.8	7

*Not out. †Retired.

Important Cricket Matches

West Philadelphia, 71; Haverford, 146

Haverford College

J. Carey, b. Chamberlain	14
J. M. Crosman, l. b. w. Swallow	23
W. S. Nevin, b. Looker	2
J. E. Shipley, b. E. R. Maule	21
W. Kirk, c. and b. Swallow	21
W. M. R. Crosman, b. E. R. Maule	4
A. Johnson, c. Freeman, b. Looker	32
D. C. Wendell, b. E. R. Maule	0
F. Sharpless, l. b. w. Cadford	12
M. E. Shipley, c. Guest, b. Cadford	4
A. D. Oliver, not out	1
Extras	12
	<hr/> 146

BOWLING ANALYSIS

	B.	M.	W.	R.	T.	Ave.
Dr. Looker	50	0	2	36	36	18.0
W. Chamberlain	30	0	1	21	21	21.0
R. Swallow	40	0	2	39	40	20.0
E. R. Maule	40	0	3	27	27	9.0
D. W. Cadford	15	0	2	11	13	6.5

West Philadelphia

Dr. D. W. Cadford, b. Oliver	5
E. G. Foxen, c. Shipley, b. Oliver	1
C. T. Hole, b. Carey	7
E. R. Maule, c. Wendell, b. Oliver	12
R. Swallow, c. J. M. Crosman, b. Oliver	7
Dr. W. Looker, c. W. Kirk, b. Carey	4
E. Guest, not out	10
R. T. B. Winskil, b. Carey	0
G. T. Emptage, b. Carey	2
W. Chamberlain, b. J. M. Crosman	15
Dr. F. E. Freeman, c. Carey, b. J. M. Crosman	0
Extras	8
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BOWLING ANALYSIS

	B.	M.	W.	R.	T.	Ave.
A. D. Oliver	70	0	4	25	26	6.5
J. Carey	70	1	4	25	26	6.5
J. M. Crosman	14	0	2	8	8	4.0
A. Johnson	10	0	0	5	5	..

Haverford College vs. Frankford Cricket Club. Result a Draw

G. Henry, run out	1
T. R. Currie, c. Crosman, b. Carey	22
S. H. Hart, c. Kirk, b. Carey	17
C. G. Cox, b. J. M. Crosman	15
A. J. Henry, c. Stokes, b. J. M. Crosman	39
R. Jacobs, c. Sharpless, b. Ellison	25
R. Wadd, b. Carey	10
J. L. Evans, not out	32
B. Saddington, run out	9
H. V. B. Gallagher, c. Crosman, b. Johnson	0
W. W. Foulkrod, run out	0
Extras	9
Total	179

BOWLING ANALYSIS

	B.	M.	W.	R.	Ave.
J. Carey	141	3	3	67	22.33
J. Stokes	72	2	0	30	.....
J. M. Crosman	84	2	2	44	22.0
D. C. Wendell	18	0	0	15	.....
J. S. Ellison, Jr.	18	0	1	15	15.00
H. A. Johnson	12	1	1	3	3.00

Haverford College

J. Carey, c. Jacobs, b. Wadd	0
J. S. Ellison, Jr., c. Hart, b. Wadd.....	10
J. M. Crosman, not out	44
W. M. R. Crosman, b. A. J. Henry	1
D. C. Wendell, not out	13
W. Kirk, H. A. Johnson, J. E. Shipley, W. S. Nevin, F. Sharpless, and J. Stokes did not bat.	
Total	68

BOWLING ANALYSIS

	B.	M.	W.	R.	Ave.
R. Wadd	42	0	2	30	15.0
S. H. Hart	18	0	0	17	....
A. J. Henry	24	0	1	18	18.0
W. W. Foulkrod	6	0	0	3	....

University of Pennsylvania, 82; Haverford 225

University of Pennsylvania

S. E. Stokes, b. Carey.....	7
A. L. Gillespie, c. Kirk, b. Carey.....	3
W. R. Clothier, c. Ellison, b. Oliver.....	28
R. R. Jacobs, b. Carey	8
W. L. Rodman, c. Johnson, b. Carey.....	13
P. Lee, run out	6
J. B. Thayer, b. Carey.....	6
W. K. Beard, run out.....	0
R. R. Townsend, b. Carey.....	0
F. L. Sturridge, not out.....	3
Extras	8
<hr/>	
Total	82

BOWLING ANALYSIS

	B.	M.	W.	T. R.	Ave.
J. Carey	64	2	6	37	6.16
J. Stokes	36	0	0	27	....
A. D. Oliver	24	0	1	10	10.0

Haverford College

J. Carey, b. W. R. Clothier.....	24
J. S. Ellison, Jr., c. Lee, b. S. E. Stokes.....	74
J. M. Crosman, c. Jacobs, b. Rodman.....	37
W. M. R. Crosman, c. Lee, b. S. E. Stokes.....	29
H. A. Johnson. st. Jacobs, b. Thayer.....	34
D. C. Wendell, c. Lee, b. Rodman.....	3
J. E. Shipley, b. Rodman.....	0
W. T. Kirk, c. Limeburner, b. S. E. Stokes.....	3
W. S. Nevin, b. Thayer.....	6
J. Stokes, c. Gillespie, b. W. R. Clothier.....	3
A. D. Oliver, not out.....	1
Extras	11
<hr/>	
Total	225

BOWLING ANALYSIS

	B.	M.	W.	T. R.	Ave.
W. R. Clothier	84	0	2	61	30.5
J. Thayer	61	0	2	68	34.0
S. E. Stokes	54	1	3	34	11.3
W. L. Rodman	48	0	3	39	13.0
P. Lee	20	0	0	16	...

Merion B, 171; Haverford, 289**Merion Team B**

H. R. Marien, c. and b. Stokes.....	63
T. R. Pierpoint, b. Oliver.....	33
E. N. Crosman, l. b. w. Oliver.....	35
E. E. Trout, b. Oliver.....	1
C. C. Callahan, l. b. w. Oliver.....	0
A. L. Castle, c. Wendell, b. Oliver.....	15
W. B. Hughes, not out.....	8
E. J. Murphy, not out.....	4
T. D. Williams, W. Lippincott, 3rd, and G. Kneass did not bat.	
Extras	6
<hr/>	
Total	171

BOWLING ANALYSIS

	B.	M.	W.	R.	T.	Ave.
J. Carey	60	0	0	43	44	...
J. Stokes	90	0	1	58	58	58.0
A. D. Oliver	80	0	5	59	59	11.8
J. M. Crosman	10	0	0	5	5	...

Haverford College

J. Carey, c. Hughes, b. Pierpoint.....	13
J. S. Ellison, Jr., retired.....	49
J. M. Crosman, retired	132
W. M. R. Crosman, c. Callahan, b. Marien.....	1
H. A. Johnson, st. Callahan, b. Lippincott.....	58
W. Kirk, c. Callahan, b. E. Crosman.....	19
D. C. Wendell, not out.....	11
J. E. Shipley, W. S. Nevin, J. Stokes, Morley, and D. Oliver did not bat.	
Extras	6
Total	289

BOWLING ANALYSIS

	B.	M.	W.	R.	T.	Ave.
Pierpoint	60	0	1	55	59	59.0
Hughes	70	0	0	71	71	...
Murphy	20	0	0	31	31	...
Castle	30	0	0	28	28	...
Marien	40	0	1	63	63	63.0
Crosman	8	0	1	17	17	17.0
Lippincott	10	0	1	18	18	18.0

Haverford College, 160; Haverford Rovers, 94**Haverford College**

J. M. Crosman, 1. b. w. Garrigues	27
J. S. Ellison, Jr., run out.....	39
J. Shipley, c. and b. Garrigues.....	0
W. S. Nevin, c. Scattergood, b. Garrigues.....	13
W. Kirk, c. Morley, b. Garrigues.....	17
W. M. R. Crosman, not out.....	51
C. Kendig, b. Garrigues	0
A. Johnson, b. Garrigues.....	0
D. C. Wendell, b. Garrigues.....	7
F. Sharpless, c. Sharp, b. Garrigues.....	1
D. Oliver, c. and b. Garrigues.....	0
A. H. Tomlinson, c. C. Morris, b. T. K. Sharpless.....	5
Total	160

BOWLING ANALYSIS

	B.	M.	W.	R.	Ave.
E. R. Maule	20	0	0	6	...
J. K. Garrigues	110	0	9	80	8.88
W. C. Brinton	30	0	0	40	...
J. W. Sharp	20	0	0	12	...
R. M. Gummere	30	0	0	19	...
T. K. Sharpless	12	0	1	3	3.00

Haverford Rovers

J. W. Sharp, run out	7
E. N. Crosman, b. D. Oliver.....	2
C. C. Morris, c. Wendell, b. D. Oliver.....	13
T. K. Sharpless, c. Shipley, b. J. M. Crosman.....	2
J. K. Garrigues, retired	8
R. M. Gummere, b. Johnson.....	24
E. R. Maule, b. Johnson.....	2
J. P. Magill, b. D. Oliver.....	0
H. S. Miller, not out.....	18
W. C. Brinton, b. D. Oliver.....	4
J. H. Scattergood, b. Johnson.....	7
F. Morley, b. D. Oliver.....	2
Extras	5
Total	94

BOWLING ANALYSIS

	B.	M.	W.	R.	Ave.
D. Oliver	94	1	5	39	7.8
J. M. Crosman	50	1	1	23	23.0
A. Johnson	40	0	3	28	9.33

Philadelphia C. C. B, 86; Haverford, 125

Haverford College

J. Carey, b. Wooley	26
J. S. Ellison, Jr., b. Dougherty	9
J. M. Crosman, b. Wooley	13
W. Kirk, b. Hawley	2
H. A. Johnson, b. Hawley	17
J. E. Shipley, c. Morrison, b. Hawley.....	13
C. Kendig, b. Hawley	1
F. Sharpless, c. Morrison, b. Hawley.....	1
J. Stokes, c. Wright, b. Middleton	11
M. S. Shipley, b. Hawley.....	10
A. D. Oliver, not out	2
Extras	21
	<hr/> 125

BOWLING ANALYSIS

	B.	M.	W.	T. R.	Ave.
Dougherty	50	1	1	23	23.0
Wooley	40	0	2	35	17.5
Hawley	36	0	6	21	3.5
Middleton	20	0	1	28	28.0

Philadelphia C. C. Team B

C. G. Wooley, b. Stokes	4
W. Morrison, c. Kirk, b. Carey.....	2
H. P. Wright, b. Carey	5
A. G. Scattergood, b. Stokes	17
G. T. Hawley, c. Ellison, b. Carey	15
H. W. Middleton, c. Stokes, b. Carey	3
O. Middleton, not out	16
A. G. Dougherty, run out	11
T. A. Savage, c. Stokes, b. Crosman	9
Extras	4
<hr/>	
Total	86

BOWLING ANALYSIS

	B.	M.	W.	T.R.	Ave.
J. Carey	90	0	4	31	7.75
J. Stokes	80	0	2	30	15.0
A. D. Oliver	20	0	0	0	....
J. M. Crosman	17	0	1	13	13.0



Haines Prize Fielding Belt

<i>Year</i>	<i>Name</i>	<i>Class</i>	<i>Year</i>	<i>Name</i>	<i>Class</i>
1876—	C. S. CROSMAN.....	'78	1896—	A. G. SCATTERGOOD..	'98
1877—	A. L. BAILY.....	'78	1897—	A. G. SCATTERGOOD..	'98
1878—	J. E. SHEPPARD.....	'79	1898—	A. G. SCATTERGOOD..	'98
1879—	A. P. CORBITT.....	'80	1899—	W. S. HINCHMAN..	1900
1880—	W. F. PRICE.....	'81	1900—	W. V. DENNIS.....	1902
1881—	B. V. THOMAS.....	'83	1901—	C. C. MORRIS.....	1904
1882—	S. B. SHOEMAKER..	'83	1902—	A. C. WOOD, JR....	1902
1883—	W. L. BAILY.....	'83	1903—	J. B. DRINKER.....	1903
1884—	W. S. HILLES.....	'85	1904—	H. H. MORRIS.....	1904
1885—	W. F. PRICE.....	'81	1905—	A. T. LOWRY.....	1906
1886—	J. W. SHARP, JR....	'88	1906—	H. W. DOUGHTEN, JR.	1906
1887—	H. P. BAILY.....	'90	1907—	J. P. MAGILL.....	1907
1888—	C. H. BURR, JR....	'89	1908—	E. A. EDWARDS.....	1908
1889—	J. S. STOKES.....	'86	1909—	H. A. FURNESS....	1910
1890—	J. W. MUIR.....	'90	1910—	H. A. FURNESS....	1910
1891—	G. THOMAS, 3D.....	'91	1911—	H. M. THOMAS, JR.	1912
1892—	S. W. MORRIS.....	'94	1912—	H. W. SECKLE.....	1914
1893—	W. W. SUPPLEE....	'95	1913—	S. E. STOKES.....	1914
1894—	F. P. RISTINE.....	'94	1914—	H. S. MILLER.....	1914
1895—	J. H. SCATTERGOOD..	'96	1915—	J. E. SHIPLEY.....	1916

Cope Prize Bat

<i>Year</i>	<i>Name</i>	<i>Class</i>	<i>Average</i>
1877—	E. T. COMFORT.....	'78.....	18.83
1878—	E. T. COMFORT.....	'78.....	10.03
1879—	SAMUEL MASON.....	'80.....	14.
1880—	SAMUEL MASON.....	'80.....	17.57
1881—	T. N. WINSLOW.....	'81.....	12.5
1882—	G. B. SHOEMAKER.....	'83.....	9.6
1883—	W. F. PRICE.....	'81.....	11.88
1884—	SAMUEL BETTLE.....	'85.....	17.25
1885—	SAMUEL BETTLE.....	'85.....	23.
1886—	G. S. PATTERSON.....	'88.....	32.8
1887—	A. G. GARRETT.....	'87.....	35.66
1888—	T. E. HILLES.....	'88.....	9.6
1889—	R. L. MARTIN.....	'92.....	13.
1890—	C. H. BURR, JR.....	'89.....	19.14
1891—	J. W. MUIR.....	'92.....	38.5
1892—	J. W. MUIR.....	'92.....	26.25
1893—	J. A. LESTER.....	'96.....	100.5
1894—	J. A. LESTER.....	'96.....	62.2
1895—	J. A. LESTER.....	'96.....	49.83
1896—	J. A. LESTER.....	'96.....	41.1
1897—	C. G. TATNALL.....	'97.....	9.85
1898—	T. WISTAR.....	'98.....	21.75
1899—	F. C. SHARPLESS.....	1900.....	26.
1900—	F. C. SHARPLESS.....	1900.....	37.
1901—	C. C. MORRIS.....	1904.....	21.89
1902—	C. C. MORRIS.....	1904.....	35.29
1903—	C. C. MORRIS.....	1904.....	50.56
1904—	W. P. BONBRIGHT.....	1904.....	31.29
1905—	R. L. PEARSON.....	1905.....	37.
1906—	A. T. LOWRY.....	1905.....	25.8
1907—	A. W. HUTTON.....	1910.....	31.6
1908—	A. W. HUTTON.....	1910.....	19.5
1909—	H. A. FURNESS.....	1910.....	47.4
1910—	H. A. FURNESS.....	1910.....	66.
1911—	H. G. TAYLOR, JR.....	1911.....	28.33
1912—	L. V. THOMAS.....	1914.....	21.3
1913—	S. E. STOKES.....	1914.....	24.55
1914—	S. E. STOKES.....	1914.....	45.8
1915—	J. M. CROSMAN.....	1918.....	27.7

Congdon Prize Ball

<i>Year</i>	<i>Name</i>	<i>Class</i>	<i>Average</i>
1877—	J. M. W. THOMAS.....	'78.....	1.11
1878—	E. T. COMFORT.....	'78.....	6.47
1879—	W. C. LOWRY.....	'79.....	5.81
1880—	B. V. THOMAS.....	'83.....	5.78
1881—	W. L. BAILY.....	'83.....	5.31
1882—	A. C. CRAIG.....	'84.....	4.30
1883—	W. L. BAILY.....	'83.....	8.00
1885—	W. F. HILLES.....	'85.....	4.50
1886—	A. C. GARRETT.....	'87.....	8.25
1887—	J. W. SHARP, JR.....	'88.....	7.86
1888—	H. P. BAILY.....	'90.....	5.47
1889—	H. P. BAILY.....	'90.....	5.86
1890—	H. P. BAILY.....	'90.....	6.50
1891—	D. H. BLAIR.....	'91.....	17.50
1892—	JOHN ROBERTS.....	'93.....	7.33
1893—	JOHN ROBERTS.....	'93.....	7.90
1894—	A. P. MORRIS.....	'95.....	5.97
1895—	A. P. MORRIS.....	'95.....	6.46
1896—	J. A. LESTER.....	'96.....	6.19
1897—	R. S. WENDELL.....	1900.....	8.25
1898—	L. W. DEMOTTE.....	1901.....	5.22
1899—	W. S. HINCHMAN.....	1900.....	9.40
1900—	L. W. DEMOTTE.....	1901.....	6.00
1901—	L. W. DEMOTTE.....	1901.....	8.13
1902—	N. A. SCOTT.....	1902.....	10.92
1903—	H. PLEASANTS, JR.....	1906.....	7.49
1904—	F. D. GODLEY.....	1907.....	4.83
1905—	H. PLEASANTS, JR.....	1906.....	7.47
1906—	F. D. GODLEY.....	1907.....	8.47
1907—	J. B. CLEMENT, JR.....	1908.....	8.2
1908—	J. C. THOMAS.....	1908.....	7.46
1909—	H. HOWSON.....	1912.....	8.66
1910—	L. R. THOMAS.....	1913.....	7.1
1911—	W. D. HARTSHORNE, JR.....	1911.....	9.42
1912—	J. K. GARRIGUES.....	1914.....	10.45
1913—	W. C. BRINTON.....	1915.....	12.2
1914—	W. C. BRINTON.....	1915.....	8.6
1915—	W. C. BRINTON.....	1915.....	10.2

Track Department, 1916

Manager

F. BUFFUM

Assistant Managers

J. SPAETH

C. LITTLE

Captain

MARTWICK, '16

Coach

J. J. KEOGH

Track Team Statistics

Hisey, '18	27¼
Captain Martwick, '16	26
Bray, '16	17
Hunter, '16	16
Price, '17	16
Ramsey, '17	15
Clement, '17	15
W. Crosman, '17	10
E. Brown, '17	7
Nevin, '18	6
Moon, '16	6
Zerega, '17	5
Schrope, '19	3
L. Van Dam, '17	3
Sharp, '18	3
Cleveland, '18	3

Awards of Track H

W. L. MARTWICK, '16

E. T. PRICE, '17

W. M. BRAY, '16

E. L. BROWN, '17

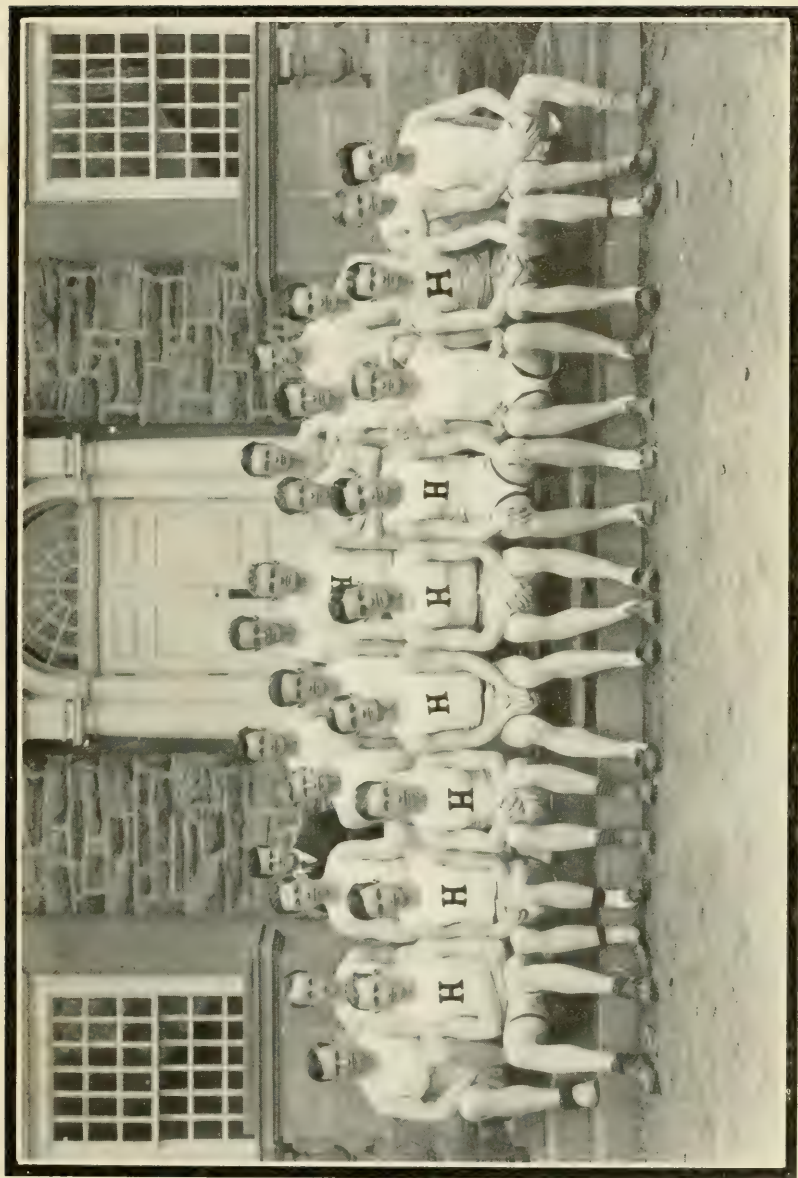
P. A. HUNTER, '16

D. C. CLEMENT, '17

L. M. RAMSEY, '17

W. CROSMAN, '17

Numerals to E. R. Moon, '16; Zerega, '17; Nevin, '18; Schrope, '19



Haverford College Track Team, 1915-16

Track Schedule

April 29.—Penn Relays.

May 3.—Muhlenberg, at Haverford.

May 5 or 6.—N. Y. U., at Haverford.

May 13.—Middle States at University Heights Field, New York University.

May 20.—Swarthmore, at Haverford.

May 27.—Intercollegiates.

IMPORTANT DUAL MEETS

Haverford, 69; Muhlenberg, 35

Summary

100-YARD DASH—First, Weber, Muhlenberg; second, Martwick, Haverford. Time, 10 2-5 sec.

200-YARD DASH—First, Weber, Muhlenberg; second, McGovern, Muhlenberg. Time, 23 sec.

440-YARD DASH—First, Bray, Haverford; second, Steel, Muhlenberg. Time, 51 4-5 sec.

880-YARD DASH—First, Hartman, Muhlenberg; second, Taylor, Muhlenberg. Time, 2 min. 12 2-5 sec.

MILE RUN—First, Price, Haverford; second, Schrope, Haverford. Time, 4 min. 51 3-5 sec.

TWO MILE RUN—First, Zerega, Haverford; second, Clement, Haverford. Time, 10 min. 20 2-5 sec.

120-YARD HIGH HURDLES—First, Martwick, Haverford; second, Nevin, Haverford. Time 16 2-5 sec.

220-YARD LOW HURDLES—First, Martwick, Haverford; second, Heuer, Muhlenberg. Time, 27 sec.

RUNNING HIGH JUMP—First, Hisey, Haverford; second, Steel, Muhlenberg. Height, 5 ft. 4 in.

RUNNING BROAD JUMP—First, Hisey, Haverford; second, Van Dam, Haverford. Distance, 20 ft. 10 in.

SHOT PUT—First, Devereux, Muhlenberg; second, Moon, Haverford. Distance, 36 ft. 6 in.

HAMMER THROW—First, Ramsey, Haverford; second, Cleveland, Haverford. Distance, 104 ft. 10 in.

POLE VAULT—First, Hunter, Haverford; second, W. Crosman, Haverford. Height, 10 ft.

Haverford, 52; New York University, 49

- 100-YARD DASH—Won by Crowther, N. Y. U.; second, Martwick, Haverford. Time, 11 1-5 sec.
- 220-YARD DASH—Won by Broom, N. Y. U.; second, Bray, Haverford. Time, 24 3-5 sec.
- 120-YARD HIGH HURDLES—Won by Martwick, Haverford; second, Nevin, Haverford. Time, 16 4-5 sec.
- 220-YARD LOW HURDLES—Won by Martwick, Haverford; second, Many, N. Y. U. Time, 26 2-5 sec.
- ONE MILE RUN—Won by Price, Haverford; second, Sleicher, N. Y. U. Time, 5 min. 5 4-5 sec.
- QUARTER-MILE RUN—Won by Lent, N. Y. U.; second, Bray, Haverford. Time, 52 4-5 sec.
- HALF-MILE RUN—Won by Lent, N. Y. U.; second, Sharp, Haverford. Time, 2 min. 8 3-5 sec.
- TWO MILE RUN—Won by Clement, Haverford; second place not awarded. Time, 10 min. 18 3-5 sec. (new college record).
- POLE VAULT—Won by Crosman, Haverford; height, 10 ft. 3 in.; second, Hunter, Haverford. Height, 10 ft.
- HIGH JUMP—First, tie between Hisey, Haverford, and Tilton, N. Y. U. Height, 5 ft. 4 in.
- BROAD JUMP—Won by Cann, N. Y. U., 21 ft. 6 3-4 in.; second, Lent, N. Y. U., 20 ft. 2 3-4 in.
- SHOT PUT—Won by Cann, N. Y. U.; 43 ft. 9 in.; second, Schaefer, N. Y. U., 37 ft. 7 in.
- HAMMER THROW—Won by Ramsey, Haverford, 108 ft. 7 in.; second, Cann, N. Y. U., 105 ft. 5 1-2 in.

Swarthmore, 55½; Haverford, 48½

- 100-YARD DASH—Won by Hisey, Haverford; second, Bray, Haverford. Time, 10 3-5 sec.
- 120-YARD HIGH HURDLES—Won by Gowdy, Swarthmore; second, Mason, Swarthmore. Time, 16 sec.
- ONE MILE RUN—First place dead heat between Price, of Haverford, and Maule, of Swarthmore. Time, 4.53.
- 440-YARD DASH—Won by Bonner, Swarthmore; second, Bray, Haverford. Time, 51 4-10 sec.

- TWO MILE RUN—Won by Clement, Haverford; second, Smith, Swarthmore. Time, 10 min. 15 1-5 sec.
- 220-YARD LOW HURDLES—Won by Gowdy, Swarthmore; second, Brown, Haverford. Time, 25 2-10 sec.
- 220-YARD DASH—Won by Bonner, Swarthmore; second, Brown, Haverford. Time, 22 4-5 sec.
- 880-YARD DASH—Won by Baker, Swarthmore; second, Dillingham, Swarthmore. Time, 2 min. 3 4-5 sec.
- POLE VAULT—Won by Hunter, Haverford; second, tie between Crosman, of Haverford, and Heald, of Swarthmore. Height, 11 ft. 1¾ in.
- RUNNING HIGH JUMP—Won by Hisey, Haverford; second, Bonner, Swarthmore. Height, 5 ft. 4 in.
- SHOT PUT—Won by Hoot, Swarthmore; second, Moon, Haverford. Distance, 38 ft. 3¾ in.
- HAMMER THROW—Won by Ramsey, Haverford; second, Corson, Swarthmore. Distance, 114 ft. 3 in.
- RUNNING BROAD JUMP—Won by Gowdy, Swarthmore; second, Hisey, Haverford. Distance, 21 ft. 2¾ in.

Summary of Track Season

Meet.	Haverford.	Opponents.
Muhlenburg	69	35
New York University	52	49
Swarthmore	48½	55½
	<hr/>	<hr/>
	169½	139½
Middle States Intercollegiate A. A....	8¾	

The Relay team finished second in Penn Relays.

Interclass Track Meet

Sophomores, 42; Juniors, 37

Freshmen, 20; Seniors, 18

- 100-YARD DASH—First, tie between Brown, '17, and Sharp, '18; third, Chandler, '17. Time, 11 sec.
- 220-YARD DASH—Won by Sharp, '18; second, Deacon, '18; third, Chandler, '17. Time 24 2-5 sec.

- 440-YARD DASH—Won by Stokes, '16; second, Nevin, '18; third, Schrope, '19.
- 880-YARD RUN—Won by Schrope, '19; second, D. Oliver, '19; third, Little, '17.
- ONE MILE RUN—Won by Zerega, '17; second, Bray, '16; third, Sangree, '17. Time, 5 min. 1-5 sec.
- TWO MILE RUN—Won by Price, '17; second, Thornton, '18; third, Thomas, '19. Time, 11 min. 14 sec.
- 120-YARD HURDLES—Won by E. Brown, '17; second, Wilson, '17; third, Phillips, '19. Time, 18 1-5 sec.
- 220-YARD HURDLES—Won by Hisey, '18; second, L. Van Dam, '17; third, Bray, '16. Time, 28 2-5 sec.
- POLE VAULT—First, tie between M. Crosman, '18, and Limeburner, '19, at 10 ft.; third, J. Shipley, '16.
- HIGH JUMP—Won by J. Shipley, '16; second, Dewees, '18; third, Chandler and Little, '17. Height, 5 ft. 4 in.
- SHOT PUT—Won by Morgan, '19; second, Gilmour, '18; third, W. Crosman, '17. Distance, 30 ft. 10 1-2 in.
- HAMMER THROW—Won by Howland, '17; second, Moon, '16; third, Gilmour, '18. Distance, 87 ft. 3 in.
- BROAD JUMP—Won by M. Crosman, '18; second, Nevin, '18; third, Whitson, '17. Distance, 20 ft. 6 in.
- POINTS—Sophomores, 42; Juniors, 37; Freshmen, 20; Seniors, 18.

Sophomore Freshman Track Meet

- 100-YARD DASH—Won by Hisey, '18; second, D. Oliver, '19.
- 880-YARD RUN—Won by J. W. SHARP, '18; second, C. Thomas, '19.
- 220-YARD DASH—Won by D. Oliver, '19; second, M. Crosman, '18.
- 440-YARD DASH—Won by Tatum, '18; second, Sharp, '18.
- 100-YARD HIGH HURDLES—Won by Hisey, '18; second, Nevin, '18.
- ONE MILE RUN—Won by Thornton, '18; second, Painter, '18.
- 220-YARD LOW HURDLES—Won by Nevin, '18; second, Hisey, '18.
- HIGH JUMP—Won by Hisey, '18; second, Phillips, '19. Height, 5 ft. 5 in.
- BROAD JUMP—Won by Hisey, '18; second, M. Crosman, '18.

POLE VAULT—Won by Limeburner, '19; second, Gilmour, '18.
Height, 8 ft. 11 in.

SHOT PUT—Won by Gilmour, '18; second, Limeburner, '19.

HAMMER THROW—Won by Cleveland, '18; second, Morgan, '19.

The Walton Prize Cup

Presented by Mr. Ernest F. Walton, of the Class of 1890, for the encouragement of individual athletic work, and to be awarded annually to the student who wins the highest total of points in athletic competition during the college year, and subject to the following conditions:

1. The athletic events accepted shall be those of the annual interclass athletic meeting, the sophomore-freshman athletic sports, the Pennsylvania relay carnival, the annual Princeton handicap games, and the I. C. A. A. A. meeting. Additional events may be accepted at the discretion of the committee of award. (Dual college meets now included.)

2. Points shall count as follows:

INTERCLASS ATHLETIC MEETING—Five, three and one for first, second and third places.

SOPHOMORE-FRESHMAN SPORTS—Three, two and one for first, second and third places.

DUAL COLLEGE MEETS—Five, three and one for first, second and third places, respectively.

PENNSYLVANIA RELAY CARNIVAL—Five, three and one points for each member of the team winning first or second place. Fifteen, nine and three for places in the special events.

M. S. I. C. C.—Fifteen, nine, six and three for first, second, third and fourth places.

PRINCETON HANDICAP MEETING—Ten, six and two for first, second and third places.

I. C. A. A. A. A. MEETING—Twenty-five, twenty, fifteen, ten and five points for first, second, third, fourth and fifth places, respectively.

3. The athletic sub-committee of the general advisory athletic committee of the alumni and students shall constitute the committee of award.

4. The winner of the Cup shall hold the same for one year and his name with total points won shall be inscribed upon it.

5. The Cup shall be returned to the athletic director immediately after the Intercollegiate Meeting (I. C. A. A. A. A.), and shall be re-awarded within the two weeks following the same meeting.

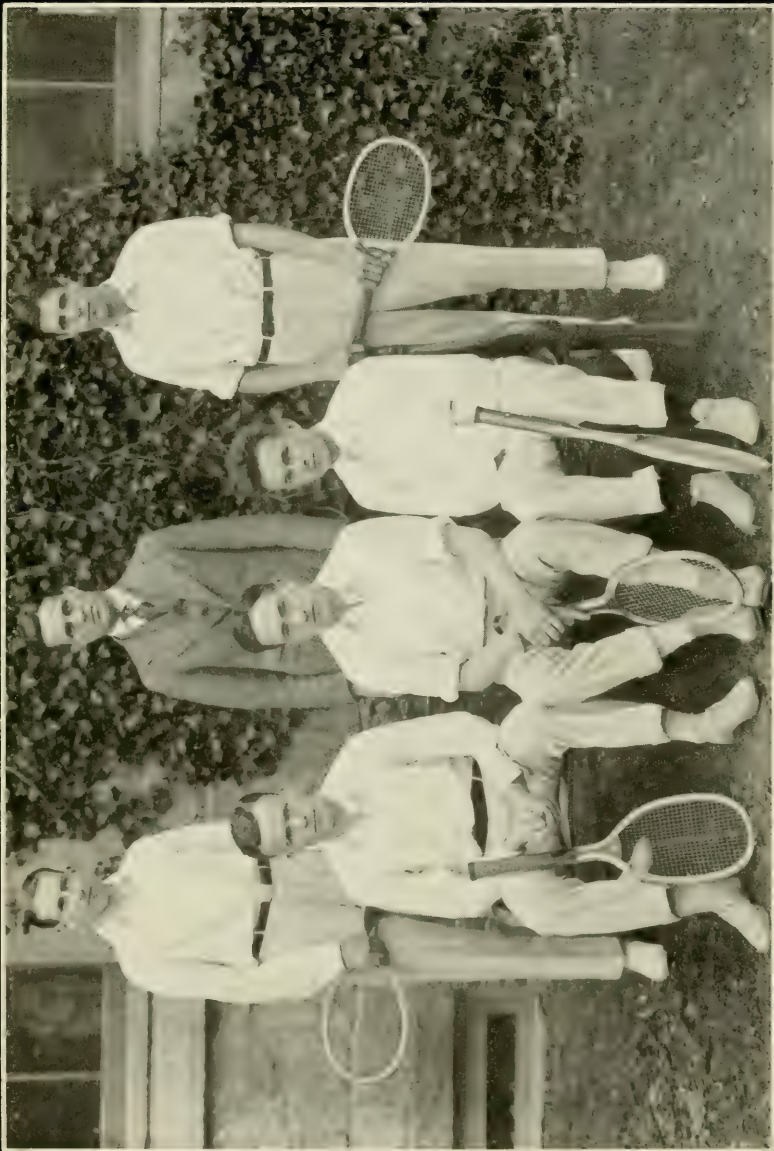
6. The conditions above outlined may be modified at the unanimous wish of the joint student and alumni committee, with the consent of the donor.

Holders of the Walton Prize Cup

1901—J. W. REEDER.....	1902.....	23
1902—J. W. REEDER.....	1902.....	53½
1903—T. K. BROWN, JR.	1906.....	42
1904—T. K. BROWN, JR.	1906.....	45
1905—T. K. BROWN, JR.....	1906.....	58½
1906—T. K. BROWN, JR.....	1906.....	77
1907—WALTER PALMER	1910.....	62
1908—WALTER PALMER	1910.....	66
1909—G. S. BARD	1909.....	55½
1910—WALTER PALMER.....	1910.....	60
1911—F. M. FROELICHER.....	1913.....	67½
1912—F. M. FROELICHER.....	1913.....	66½
1913—F. M. FROELICHER.....	1913.....	66½
1914—E. M. JONES	1914.....	73
1915—W. L. MARTWICK.....	1916.....	51
1916—J. A. HISEY.....	1918	47½

College Athletic Records

<i>Event.</i>	<i>Time or Distance.</i>	<i>Made by</i>	<i>Date.</i>
100-Yard Dash.....	10 sec	E. M. Jones, '14.....	1914
220-Yard Dash.....	22 1-5 sec	E. M. Jones, '14.....	1914
440-Yard Dash.....	50 1-5 sec	W. Palmer, '10.....	1910
Half Mile Run...2 m. 3 4-5 sec	E. C. Tatnall, '07.....		1905
One Mile Run...4 min. 35 sec	P. J. Baker, '10.....		1907
Two Mile Run 10 min. 15 1-5sec	D. Clement, '17.....		1916
High Hurdles.....	15 4-5 sec	T. K. Brown, Jr., '06...	1905



Haverford College Tennis Team

<i>Event.</i>	<i>Time or Distance.</i>	<i>Made by</i>	<i>Date.</i>
Low Hurdles.....	25 1-5 sec.....	W. L. Martwick, '16....	1915
Broad Jump.....	21 ft. 8 in.....	F. M. Froelicher, '13...	1912
High Jump.....	6 ft. 1 in.....	E. B. Conklin, '99.....	1899
Shot Put.....	41 ft. 8 1-2 in.....	F. M. Froelicher, '13...	1912
Hammer Throw.....	123 ft. 6 in.....	H. W. Jones, '05.....	1905
Discus Throw.....	101 ft. 5 in.....	C. W. Edgerton, '14....	1913
Pole Vault.....	11 ft. 11¾ in.....	P. Hunter, '16.....	1916

Tennis Department

Manager

W. L. MARTWICK, '16

Assistant Managers

R. B. MILLER, '17

J. G. WILSON, '17

Captain

WILMAR M. ALLEN, '16

Team

WILMAR M. ALLEN, '16 (Capt.)

H. S. WELLER, '17

J. CAREY, 3d, '16

R. MILLER, '17

W. SHIPLEY, '19

W. J. WRIGHT, '18

J. W. ZEREGA, '17

Tennis Schedule

April 22—Columbia, at New York.

May 3—Pennsylvania, at Haverford.

May 6—Delaware, at Newark.

May 10—Johns Hopkins, at Baltimore.

May 13—Lehigh, at Haverford.

May 20—Wesleyan, at Haverford.

Summary of Team's Matches

Haverford defeated Ursinus, 6-0.
Haverford defeated Delaware, 6-0.
Haverford ties Johns Hopkins, 3-3.
Haverford ties Columbia, 3-3.
Pennsylvania defeated Haverford, 4-2.
Wesleyan defeated Haverford, 4-2.
Haverford defeated Lehigh, 4-2.

Intercollegiate Tennis Matches

Haverford, 6; Ursinus, 0

SINGLES

J. Carey, Haverford, won from Yost, Ursinus, 6-2, 6-0.
W. Allen, Haverford, won from Yeatts, Ursinus, 6-3, 6-2.
Weller, Haverford, won from H. Gulick, Ursinus, 6-2, 6-4.
W. Shipley, Haverford, won from S. Gulick, Ursinus, 6-1, 6-0.

DOUBLES

Allen and Weller, Haverford, won from Yeatts and Yost, Ursinus, 6-3, 6-2.
Wright and Shipley, Haverford, won from H. Gulick and S. Gulick, Ursinus, 6-1, 6-1.

Haverford, 6; Delaware, 0

SINGLES

Allen of Haverford, won from Walls of Delaware, 6-2, 6-0.
Weller of Haverford, won from Mauch of Delaware, 6-3, 6-1.
Shipley of Haverford, won from McMillen of Delaware, 7-5, 6-1.
Miller of Haverford, won from Jacobs of Delaware, 6-2, 8-6.

DOUBLES

Allen and Weller of Haverford, won from Walls and Mauch of Delaware, 6-1, 6-1.
Shipley and Miller of Haverford, won from McMillen and Jacobs of Delaware, 2-6, 6-2, 6-3.

Pennsylvania, 4; Haverford, 2

Edwards, Pennsylvania, won from Carey, Haverford, 6-4, 7-5.
Replogle, Pennsylvania, won from Allen, Haverford, 6-2, 6-3.
Warner, Pennsylvania, won from Weller, Haverford, 6-3, 6-4.
W. Shipley, Haverford, won from Prengle, Pennsylvania, 6-4,
6-4.
Edwards and Replogle, won from Allen and Weller, 6-1, 6-2.
Carey and Shipley, won from Warner and Prengle, 6-4, 6-3.

Haverford, 4; Lehigh, 2

SINGLES

J. Carey, Haverford, defeated Powers, Lehigh, 2-6, 6-3, 6-3.
Allen, Haverford, defeated Warner, Lehigh, 6-3, 6-3.
Weller, Haverford, defeated Purple, Lehigh, 6-1, 2-6, 6-3.
Wright, Haverford, defeated Johnson, Lehigh, 6-1, 6-3.

DOUBLES

Powers and Warner, Lehigh, defeated Allen and Weller, Haverford, 6-4, 6-2. Purple and Johnson, Lehigh, defeated Wright and Zerega, Haverford, 6-3, 6-2.

Columbia and Haverford Tie

SINGLES

Carey, Haverford, won from Lamb, Columbia, 6-3, 6-4.
Allen, Haverford, lost to Von Bermuth, Columbia, 6-0, 2-6, 6-3.
Weller, Haverford, lost to Collins, Columbia, 6-2, 6-2.
W. Shipley, Haverford, won from Knox, Columbia, 6-2, 6-2.

DOUBLES

Allen and Weller, Haverford, lost to Lamb and Von Bermuth, Columbia, 6-2, 6-2.
Carey and Wright, Haverford, won from Collins and Knox, Columbia, 6-3, 5-7, 9-7. Score—Haverford, 3; Columbia, 3.

Haverford and Hopkins Tie

SINGLES

Allen, Hopkins, defeated Carey, Haverford, 7-5, 6-1.
Allen, Haverford, defeated Taylor, Hopkins, 6-1, 3-6, 8-6.
Weller, Haverford, defeated Hammond, Hopkins, 6-2, 8-6.
Shipley, Haverford, defeated Jacobson, Hopkins, 6-2, 6-1.

DOUBLES

Allen and Hammond, Hopkins, defeated Allen and Weller,
Haverford, 4-6, 6-4, 6-3.

Taylor and Jacobson, Hopkins, defeated Carey and Shipley,
Haverford, 6-3, 3-6, 6-1.

Haverford College Baseball Club, 1915-1916

Team, 1915-16

Manager

C. P. KNIGHT

Assistant Managers

A. E. SPELLISSY, '17

K. W. WEBB, '18

Captain

W. T. HANNUM, '16

Coach

D. ADAMS

Team

Hannum, c. (Captain), '16	Koons, l.f., '18
Steere, c.f., '16	Busby, p., '18
Lukens, 2d b., '16	M. Crosman, r.f., '18
F. Cary, s.s., '16	A. Johnson, p., '16
Chandler, 3d b., '17	Haynes, p., '18
Sangree, 1st b., '17	Moon, 1st b., '16
Gibson, p., '17	Lester, c.f., '18
Gilmore, r.f., '18	Ramsey, 1st b., '17

Schedules and Scores

H. O.

April 15—Pennsylvania (Franklin Field)	2	0
April 19—Philadelphia Racquet Club (Home)	3	2
April 24—Hamilton College (Home)	2	4
May 3—Ursinus College (Home)	1	7
May 8—Penn Traffic Department (Home)	6	4
May 13—Franklin and Marshall (Home)	3	7
May 18—Penn Traffic Department (Home)	14	1
May 27—U. S. Marine Corps (Away)	3	5
May 30—Founders Club (Home)	12	1
June 13—Delaware College (Away) .....	..	..



HAVERFORD BASEBALL CLUB, 1915-16

Results of Baseball Games

Haverford, 2; University of Pennsylvania, 0

Haverford

	A.B.	R.	H.	S.H.	S.B.	O.	A.	E.
Sangree, 1st b.	4	0	1	0	0	15	0	0
Cary, s.s.	4	0	0	0	0	0	4	1
Chandler, s.s.	4	0	0	0	0	1	2	0
Hannum, c.	3	1	1	0	1	6	3	0
Koons, l.f.	3	1	1	0	1	1	0	0
Crosman, r.f.	2	0	0	1	0	0	0	0
Steere, c.f.	3	0	0	0	0	1	0	0
Lukens, 2d b.	3	0	0	0	0	3	1	0
Buzby, p.	3	0	0	0	0	0	6	0
Totals	29	2	3	1	2	27	16	1

University of Pennsylvania

	A.B.	R.	H.	S.H.	S.B.	O.	A.	E.
Sullivan, l.f.	3	0	0	0	0	1	0	0
Todd, 2d b.	3	0	0	1	0	3	1	0
Berry, c.f.	3	0	0	0	1	0	0	0
Dolan, c.	3	0	0	0	0	6	2	0
Smith, 1st b.	3	0	1	0	0	14	0	0
Moore, 3d b.	3	0	0	0	0	2	4	0
Murdock, r.f.	2	0	0	0	0	1	0	0
*Wray	0	0	0	0	0	0	0	0
Martin, s.s.	1	0	0	0	1	0	4	0
†Schimpf,	1	0	0	0	0	0	0	0
Cross, p.	3	0	0	0	0	0	3	1
‡Bennis	1	0	0	0	0	0	0	0
Totals	26	0	1	1	2	27	14	1

*Batted for Murdock in ninth.

†Batted for Martin in ninth.

‡Batted for Cross in ninth.

Haverford	0	0	0	0	0	0	0	2	0—2
University of Pennsylvania.....	0	0	0	0	0	0	0	0	0—0

Two-base hit—Sangree. Struck out—By Buzby, 5; Cross, 6.
Bases on balls—Off Buzby, 8. Hit by pitcher—By Buzby, Sullivan. Time—1.34. Umpire—MacGowan.

Haverford, 3; Philadelphia Racquet Club, 2

Haverford

	A.B.	R.	H.	S.H.	S.B.	O.	A.	E.
*Sangree, 1st b.	4	1	0	0	2	4	0	0
Cary, s.s.	4	0	1	0	0	1	1	1
Chandler, 3d b.	3	0	0	1	1	0	0	0
Hannum, c.	3	0	1	0	2	19	0	0
Koons, l.f.	4	0	0	0	0	1	0	0
Crosman, r.f.	2	1	0	0	1	0	0	0
Steere, c.f.	2	0	0	1	0	2	0	0
Lukens, 2d b.	2	1	0	0	1	0	2	0
Gibson, p.	2	0	1	1	1	0	2	0
Totals	26	3	3	3	8	27	5	1

*Ran for Cary in 1st inning.

Philadelphia Racquet Club

	A.B.	R.	H.	S.H.	S.B.	O.	A.	E.
Bell, 2d b.	4	1	1	0	1	1	2	0
Ogden, s.s.	4	0	2	0	1	1	1	0
Hutchinson, 3d b.	4	0	0	0	0	1	0	1
Baehr, c.	3	0	0	0	0	5	1	0
Quigley, c.f.	4	0	0	0	0	6	0	1
Dickinson, l.f.	3	0	0	0	0	2	0	1
Smith, 1st b.	3	1	0	0	0	7	0	0
Wetter, r.f.	2	0	0	0	0	0	0	0
Bower, p., r.f.	1	0	0	0	1	1	0	0
Reddington, p.	2	0	0	0	0	0	3	0
Totals	30	2	3	0	3	24	7	3

Philadelphia Racquet Club0 0 0 0 2 0 0 0 0—2

Haverford Baseball Club.....1 2 0 0 0 0 0 0 x—3

Home run—Bell. Struck out—by Gibson, 19; Bower, 2; Reddington, 1. Bases on balls—off Gibson, 4; Bower, 3; Reddington, 1. Hit by pitcher—by Gibson—Dickinson. Umpire—Towne.

Haverford Baseball Club, 1

	A.B.	R.	H.	S.H.	S.B.	O.	A.	E.
Sangree, 1b.	4	0	0	0	0	9	0	0
Cary, s.s.	4	0	0	0	0	2	1	2
Chandler, 3d b.	3	0	0	0	0	0	3	0
Hannum, c.	3	0	0	0	0	8	1	0
Koons, l.f.	3	0	0	0	0	4	0	1
Crosman, r.f.	3	1	1	0	1	0	0	0
Steere, c.f.	3	0	1	0	1	2	0	1
Lukens, 2d b.	3	0	0	0	0	1	1	0
Buzby, p.	3	0	0	0	0	1	2	1
Totals	29	1	2	0	2	27	8	5

Ursinus College, 7

	A.B.	R.	H.	S.H.	S.B.	O.	A.	E.
Diemer, s.s.	5	1	1	0	1	0	6	0
Rutledge, c.f.	4	1	1	0	0	1	0	0
Adams, 2d b.	4	0	0	0	0	1	3	0
Barklay, 3d b.	3	0	0	1	1	0	2	0
Johnson, r.f.	5	2	3	0	0	2	0	0
Kerr, 1st b.	4	1	1	0	0	14	0	0
Sape, l.f.	4	1	1	0	0	0	0	0
Stugart, c.	4	1	2	0	1	9	0	0
Ziegler, p.	4	0	0	0	0	0	1	0
Totals	37	7	9	1	3	27	12	0
Ursinus	0	0	1	2	0	0	4	0—7
Haverford B. C.	0	0	0	0	0	0	1	0—1

Home run—Johnson. Two base hit—Johnson. Sacrifice fly—Barklay. Hit by pitcher—by Buzby, Adams, Rutledge. Struck out—by Buzby, 6; Ziegler, 9. Bases on balls—off Buzby, 1; Ziegler, 0. Umpire—Towne.

Haverford, 3; Franklin and Marshall, 7

Haverford

	A.B.	R.	H.	S.H.	S.B.	O.	A.	E.
Steere, c.f.	4	1	3	0	0	0	0	0
Cary, s.s.	3	0	0	1	0	0	1	0
Sangree, 1st b.	4	1	1	0	0	7	0	0
Gilmour, r.f.	3	1	1	1	0	2	0	0
Hannum, c.	4	0	1	0	0	16	0	0
Chandler, 3d b.	4	0	1	0	0	1	1	2
Lukens, 2d b.	3	0	0	0	0	1	2	0
Koons, l.f.	3	0	0	0	0	0	0	1
Buzby, p.	3	0	0	0	0	0	2	0
Totals	31	3	7	2	0	27	6	3

Franklin and Marshall

	A.B.	R.	H.	S.H.	S.B.	O.	A.	E.
Trier, l.f.	6	0	0	0	0	1	0	0
Mylin, 2d b.	5	2	2	0	0	3	1	0
Witherspoon, 1st b.	4	3	3	0	2	14	0	1
Herman, s.s.	3	1	3	1	0	1	4	1
Hornsberger, 3d b.	5	0	0	0	0	1	0	0
Brinkman, r.f.	5	0	1	0	0	1	0	0
Detrich, c.f.	5	0	3	0	0	2	0	0
Holston, c.	5	0	1	0	0	4	1	0
Hetrick, p.	4	1	1	0	0	0	6	0
Totals	42	7	14	1	2	27	12	2

F. & M.	0	0	2	0	3	0	0	2—7
Haverford B. C.	2	0	0	1	0	0	0	0—3

Two base hits—Sangree, Herman. Three base hits—Steere, Detrich. Double play—Mylin to Hornberger. Struck out—by Buzby, 15; Hetrick, 4. Bases on balls—off Buzby, 3; Hetrick, 0. Umpire—Towne.

Haverford, 6; Freight Traffic Department, 4**Haverford**

	A.B.	R.	H.	S.H.	S.B.	O.	A.	E.
Sangree, 1st b.	3	0	1	1	1	7	0	0
Cary, s.s.	4	0	0	0	0	0	0	0
Chandler, 3d b.	3	0	0	0	0	0	0	1
Hannum, c.	1	1	0	0	2	9	0	1
Koons, l.f.	3	0	0	0	0	0	0	0
Gilmour, l.f.	0	0	0	0	0	0	0	0
Crosman, r.f.	2	1	0	0	0	3	0	0
Steere, c.f.	2	3	1	0	2	1	0	0
Lukens, 2d b.	1	1	0	0	0	1	3	0
Haynes, p.	0	0	0	0	0	0	0	0
Gibson, p.	2	0	0	0	0	0	0	0
Totals	21	6	2	1	5	21	3	2

Freight Traffic Department

	A.B.	R.	H.	S.H.	S.B.	O.	A.	E.
Youkel, s.s.	3	2	1	0	0	0	0	0
Hether't'n, 2d b., c.	3	0	0	0	0	7	0	0
Barker, c., 2d b.	4	1	2	0	1	4	0	1
Heevner, p., c.f.	2	0	0	0	0	0	1	1
Edmundson, 1st b.	2	0	0	0	0	5	0	0
West, l.f.	3	0	0	0	0	2	0	0
Dougherty, 3d b.	3	0	0	0	0	0	2	0
Molloy, c.f.	2	0	0	0	1	0	0	1
Gallagher, r.f.	1	1	0	0	0	0	0	1
Drummond, r.f.	0	0	0	0	0	0	0	0
Sturtevant, p.	1	0	0	0	0	0	0	0
Totals	24	4	3	0	2	18	3	4

Freight T. D.1 3 0 0 0 0—4

Haverford B. C.0 3 0 2 0 1—6

Two-base hits—Sangree, Barker. Hit by pitcher—By Haynes, Youkel; by Gibson, Heevner, Edmundson. Struck out—by Haynes, 2; Gibson, 6; Heevner, 4; Sturtevant, 1. Bases on balls—Off Haynes, 4; Gibson, 1; Heevner, 5; Sturtevant, 1. Umpire—Moon.



